

ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR,
AND
COMMON SCHOOLS,
IN UPPER CANADA,
FOR THE YEAR 1855,
WITH AN
APPENDIX:
BY THE
CHIEF SUPERINTENDENT OF EDUCATION.

Printed by order of the Legislative Assembly.



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1856.



Department of Public Instruction for Upper Canada.

[No. 1291, R.]

EDUCATION OFFICE,

TORONTO, 31st May, 1856.

SIR,

I have the honor to transmit herewith, to be laid before His Excellency the Governor General, my Report of the State of the Normal, Model, Grammar and Common Schools of Upper Canada, during the year 1855, including a statistical statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix which contains copious extracts from Local Reports, and various Documents and Papers illustrative of the means which have been employed to promote the improvement and extension of the Grammar and Common Schools, and the establishment of Public Libraries, throughout Upper Canada.

I have the honor to be,

Sir,

Your obedient servant,

E. RYERSON.

The Honorable

T. LEE TERRILL,

Secretary of the Province,

Toronto.

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ANNUAL REPORT
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IN
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PART I.—GENERAL REPORT.

TO HIS EXCELLENCY SIR EDMUND WALKER HEAD, BARONET,
GOVERNOR GENERAL OF CANADA, &c. &c. &c.

MAY IT PLEASE YOUR EXCELLENCY,

In presenting to your Excellency my Report of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1855, I am happy to be able to state that there is no abatement in the progress of our system of Public Instruction, but a larger increase in the number of pupils attending the schools and in the amount of moneys provided for their support by local self-imposed rates on the part of the people, than has been reported during any preceding year.

Hitherto, from motives of economy in printing the reports, I have reported the statistics of *Townships* only once in five years—limiting myself during the four years out of five to the statistical returns from Counties. The last being the fifth year since I included Townships in my returns, my present report contains the school statistics of 359 Townships, as well as those from 42 Counties, 5 Cities, 16 Towns, 5 Towns with Municipalities only, and 20 incorporated Villages of Upper Canada. The copious extracts which I have given (Appendix A.) from the Reports of Local Superintendents, present, with intelligent and anxious faithfulness, the darker as well as lighter shades in regard to the provisions and operations of our whole school system. The same remark applies to the first Reports of the Inspectors of Grammar Schools in Appendix B.

The examination of the Statistical Tables and extracts of local Reports is the best means of learning, or forming a correct and enlightened opinion of the principles and working of the system of Public Instruction, its obstacles, its progress, its success, its defects, and excellencies. It may, however, be proper for me to make a few references and remarks.

1. COMMON SCHOOL MONEYS—TABLE A.

This table shows that while the Legislative Grant apportioned to Municipalities last year, amounted to £24,474, the local Municipal assessment for School purposes amounted to £45,123, nearly twice the amount of the Legislative Grant, and being an increase of £12,126 on the Municipal assessment of the preceding year.

The aggregate amount of the local *Trustees'* School assessments last year, was £109,711, being (after deducting the equivalents not charged against it last year, amounting to £41,682,) an increase over that of the preceding of £16,045.

The amount of *rate-bills* on children and *subscriptions* last year, was £30,807—a decrease of £5,092 on that of the preceeding year.

The amount expended for *Maps* and other *School Apparatus*, was £2,064—an increase on the preceding year of £169.

The amount expended on *School Sites and Buildings*, was £34,272—an increase on the preceding year of £12,115.

The amount expended in the payment of *Teacher's Salaries*, was £170,027—being an *increase* on the preceding year of £25,309, or more than *one hundred thousand dollars!* The increase in the sums for the payment of *Teachers' salaries*, and the erection of *school-houses*, is the truest and most practical test of the progress of a school system; and under both these heads the returns are most satisfactory and encouraging.

The *total amount* expended for *Common School* purposes last year was £224,818—being (after deducting £12,533, not before charged,) an increase on the expenditure of the preceding year of £23,700;—the largest increase which has ever taken place in one year in this branch of public instruction.

2. SCHOOL POPULATION AND COMMON SCHOOL PUPILS—TABLE B.

According to this table, the school population between the ages of 5 and 16 years, was 297,623, being an increase on the preceding year of 19,711

The number of children between those ages attending the schools was 211,629—*increase* on the preceding year of 18,292. The number of pupils of other ages was 16,235—an increase of 5,404. The whole number of children attending the schools was 227,864*—being an increase on the preceding year of 23,696.

The number of boys attending the schools was 125,678, an increase of 12,793; the number of girls attending the schools was 102,186, an increase of 10,903.

The number of indigent children reported as attending the schools was 3,059, being a decrease of 808.

This table exhibits also the classification of pupils, and shows a very gratifying increase in the more advanced classes of reading, and in the higher subjects of Common School education, such as grammar, history, book-keeping, mensuration, algebra, geometry, elements of natural philosophy, vocal music and drawing.

3. NUMBER OF COMMON SCHOOLS, AND WHEN ESTABLISHED—TABLE C.

It appears from this table that there were 3,525 School Sections, being an increase of 113; that there were 3,325 schools opened, being an increase of 81. There

* To these may be added, 12,410 pupils attending the Grammar Schools and other Educational Institutions See Table B., pages 204-5, *post*.

were, therefore, 200 School Sections in which there were no schools, or from which no reports were received.

This table also shews that the number of Free Schools was 1211 an increase of 34. The number of schools, partly free, was 1665, an increase of 496. Of these, 544 were schools in which the rate-bills were less than one shilling and three pence per month for each pupil. Thus 1755 out of the 3325 schools reported, were more free than the law requires; showing the result of experience and the tendency of the public mind in favor of free schools.

This table likewise contains all the information which I have been able to collect as to the number of schools which have been established in each Municipality during each year since 1816.

4. TEXT BOOKS AND APPARATUS USED IN THE COMMON SCHOOLS—TABLE D.

Of the 3,325 schools reported, the national series of text books are used in 3126. Thus this excellent series of books may be considered as the school text books of Upper Canada—printed in the country, approved and used by the country, as well as recommended by public authority. The books not recommended or sanctioned according to law are fast disappearing from the schools.

There were maps in 1728 schools—increase 150; and blackboards in 2399 schools—increase, 32.

The number of schools which were opened and closed with prayer was 1003—increase 520; and the number in which the Bible and Testament were read was 1963—increase, 152.

5. COMMON SCHOOL TEACHERS. THEIR RELIGIOUS FAITH, SALARIES, &c.—TABLE E.

The whole number of teachers employed during the year was 3565, of whom 2568 were males—ncrease, 5; and 997 females—decrease, 34. Members of the Church of England, 716—increase, 14. Roman Catholics, 396—decrease 25. Presbyterians, 998—increase, 18. Methodists, 957—decrease, 52. Baptists, 183—decrease, 44. Congregationalists, 57—decrease, 5, &c. The highest salary of a teacher in a city, £350; in a town, £200; in a village, £130; in a county, £160. For variations of salaries, see the table.

6. SCHOOL HOUSES, SCHOOL VISITS, LECTURES, TIME OF KEEPING THE SCHOOLS OPEN—TABLE F.

The returns of school houses for 1854 or 1855, or for both years, seem to be very imperfect, as there are several discrepancies between them. According to this table the number of school-houses built during the last year was 195, of which 31 were of brick, 10 of stone, 49 frame, 46 log, 59 not reported. The whole number of school houses reported, was 3,362.

The whole number of visits to schools made during the year was 40,704—increase, 986. Of these visits 6916 were made by Local Superintendents—increase, 50; by Clergymen, 3335—increase, 305; by Municipal Councillors, 1396—decrease, 13; by Magistrates, 1399—increase, 34; by Judges and Members of Parliament, 365—increase, 192; by Trustees, 15,899— increase, 362; by other persons, 11,394—increase, 56. Total, 40,704.

The number of school lectures on education delivered by Local Superintendents during the year was 2082—decrease, 71 ; and not more than two-thirds as many lectures as there were schools opened, or as the law required. Lectures by other persons, or voluntary lectures, 260—increase, 185.

The average time during which the schools were kept open was 9 months and 20 days—increase, 4 days.

7. GRAMMAR SCHOOLS—TABLES H. I. AND K.

These tables contain the statistical returns as to the receipts and expenditures of moneys in support of the Grammar Schools, the whole number of pupils in them, and the number of pupils studying each of the several branches taught, the text books used, &c.

The amount apportioned from the Grammar School Fund last year was £6540, being an increase on the preceding year of £1064. The amount received from fees was £5122—increase £748. The amount of Municipal aid was only £1630 ; from other local sources, £1625 ; balance from the preceding year, £559, being an increase under these heads of £910. The whole amount received from all sources was £15,486, being an increase on the receipts of the preceding year of £2,722. Of this sum £11,563 were expended in paying the salaries of masters—increase, £691 ; and the balance in the building, rent, repairs and furnishing of school-houses.

The whole number of pupils in the schools during the year was 3726, being a decrease of 561, arising from the introduction of the new programme of studies and new regulations which do not permit the admission or continuance of A B C pupils in the schools, but which require an entrance examination in the elements of Common School instruction.

Of the 3726 pupils in the Grammar Schools, the number reported as studying Latin was 1039 ; Greek, 235 ; French, 365. It will thus be seen that a very small proportion of the pupils in the Grammar Schools are pursuing the studies which constitute the distinguishing characteristic of those schools.

In my last report a minute analysis of the statistical returns was made to show the actual state of the Grammar Schools before the new regulations, or rather system came into force ; but as these regulations only took effect in July last, it is too soon to institute a comparison between the state of the Grammar Schools under the old and new regime.

In regard to the general state of the Grammar Schools the last year, and on the introduction of the present regulations and programme of studies, I need add nothing to the very excellent reports of the two Inspectors who were appointed last year, and from whose annual inspection of the schools I anticipate the most salutary results. For their reports see Appendix B.

From these reports it will be seen how great is the need in many places of better buildings for the Grammar Schools, with proper furniture and apparatus, and how inadequate the law for these purposes is to enable Boards of Grammar School Trustees to erect and furnish good buildings, as well as to provide for the certain and adequate remuneration of masters and teachers.

8. NORMAL AND MODEL SCHOOLS—TABLE L.

The table shews attendance at the Normal School during the last year to be in advance of that of the preceding year. In regard to the Model School—the school of practice for students in the Normal School—the number of pupils in each of the two (male and female) branches, is limited to 210 pupils—420 in all. Though there are hundreds of applications on the books, that number cannot be exceeded, and new applicants are admitted in the order of their application, unless they are from without the City of Toronto.

The desks and chairs, which have been in constant use during four years by children from 5 to 16 years of age, are without blots or marks, showing the practicability, under a government strict, mild and parental, to inculcate upon children order, neatness and care as to the objects of their daily use. The whole system of organization, government and teaching, together with the maps, charts and other apparatus, is such as exemplifies what a Common School should be, and such as has elicited the unqualified admiration of great numbers of visitors from various countries. Student-teachers witnessing such models, and employing a portion of each week, during their attendance at the Normal School, in teaching in such Model Schools, cannot fail to possess peculiar advantages in going out as instructors of youth. In the Normal School they attend lectures and perform severe exercises in the whole course of instruction; in the Model Schools they reduce to practice the knowledge thus acquired and matured.

The efficiency of the Normal School has, in every respect, been maintained, and in some respects, I think, improved. The practical and thorough character of the mode of teaching, as far as the limited period of attendance on the part of student-teachers generally admits, favorably compares with that which I have witnessed in any other country; as also the energy and zeal of the able masters. The demand for teachers from the Normal School, and the remuneration offered them, have increased in proportion as they have become known, and much more rapidly than it is possible to train them. Indeed, but a small proportion of the schools can as yet be provided with teachers from the Normal School; but the influence of the methods of organization, instruction and government inculcated and illustrated in the Normal and Model Schools, is felt throughout Upper Canada, and has already produced a most beneficial change in the character of school teaching and government, and a much higher standard of character and qualification on the part of teachers, and of comfort and convenience in regard to school-houses, furniture and apparatus. The school-houses in the majority of the cities and towns and in many country places, are built and furnished after the plan of the Provincial Model School; and some of them are more spacious and elegant. When the appreciation of the education of the youth of the country is such that the school-house shall be the ornament of the neighborhood, village or town, and not its disgrace, and when the schools shall become objects of attraction to visitors, as well as matters of lively interest to both parents and children, then may we hope to see our country approaching its high destination in its sources of productiveness and the elevation and advancement of its population.

 9. THE FREE PUBLIC LIBRARIES.—TABLE M.

In my last report, an explanation was given of the steps which had been taken for the establishment of a system of Public Libraries in Upper Canada, and the objections which have been made to the establishment of such a system were sufficiently answered. The year 1854 presented the results of three years' preparation; of a personal visit to the various counties, and an appeal to them on the subject; of the first applications for a supply of books from all the municipal and school corporations that were prepared to establish libraries on the favorable conditions proposed. In most cases, there was more or less opposition to the imposition of a new tax upon the people, and that opposition was generally in proportion to the largeness of the sum proposed to be expended in the purchase of books. In several instances, the councillors and trustees who took the noble responsibility of taxing their municipalities for the establishment of libraries were rejected for such alleged extravagance, by a majority of their constituents at the ensuing elections. Some time was necessary to allay this opposition and to produce a healthful reaction by the circulation of the books purchased, and the pleasure and profit experienced in their perusal.

Under these circumstances, it could not be expected that the following year would witness the applications for many additional books. It is, however, gratifying to observe that 16,598 volumes have been purchased and put into circulation during the year. The whole number of volumes sent out by this Department is 116,762, on the following subjects: History, 20,169 volumes; Zoology, 9,226; Botany, 1,630; Natural Phenomena, 3,615; Physical Science, 2,555; Geology and Mineralogy, 1,074; Natural Philosophy, 1,843; Chemistry 976; Agricultural Chemistry, 591; Practical Agriculture, 5,507; Manufactures, 5,653; Ancient Literature, 705; Modern Literature, 10,975; Voyages, &c., 8,367; Biography, 12,274; Tales, Sketches, &c., 30,379; Teachers' Library, 1,222. It cannot be expected that the operations of the libraries would be equally successful in all cases. But the Extracts from the Reports of Local Superintendents, (see Appendix A), show that, with few exceptions, the books are highly appreciated and largely read. No language can overrate the importance of rendering accessible to the inhabitants, both old and young of all classes, in each municipality and section, the *companionship* (through their biographies and works) of the wise and good of all ages and nations;—to the students of science and literature, works on every branch and subject of their favorite pursuits;—to the students of history, the lives of nations and individuals;—to farmers, manufacturers, and mechanics, practical works on agriculture, manufactures and trades;—to heads and members of families, works on practical life; to the lovers of travel, of nature, of the marvellous, voyages, natural history, natural phenomena: to the old, books specially written and selected for their entertainment and consolation; to the young, counsels, biographies, histories, tales, sketches, &c., for their amusement and instruction. It has been my object, in providing for the establishment of these libraries, to render accessible to the remotest township and school section in Upper Canada the choicest treasures of human knowledge. The circulation already of so large a number of volumes on so great a variety of useful and entertaining subjects, must be productive of salutary effects. Yet, only 179 municipal libraries,

embracing about 509 school sections divisions of them have been established ; leaving more than 2,500 school section libraries, or sections of libraries, to be established. This great work has but commenced. It will be one special object of my next tour of the province, to call public attention in the various municipalities to this vast interest, as I did on the eve of commencing the operations of 1854.

10. SCHOOL MAPS, GLOBES, AND OTHER APPARATUS.—TABLE N.

It was not until the middle of the year that legal provision was made to aid trustees to furnish their schools with maps, globes, and other apparatus upon the same terms as those on which they were provided in regard to supplying them with libraries—namely, by apportioning one hundred per cent upon whatever sums they might advance for these requisites of school instruction. The collection of these requisites in the Depository of this Department is the most extensive and complete that I have ever seen. Illustrations to the eye in all possible cases render the attainment of knowledge easy and agreeable, and facilitates its communication. Under this new arrangement, schools have been provided with maps, &c., to the amount of \$4,655—comprising 1304 maps, 48 globes, and several hundred articles of other school apparatus and requisites. The number of schools whose trustees have availed themselves of these facilities, is 159—namely, 148 common schools, 3 grammar schools, 4 union grammar and common schools, and 4 separate schools.

11. SUPERANNUATED TEACHERS AND FUND FOR THEIR RELIEF.—TABLE O.

In 1853, a legislative grant of £500 per annum was made “towards forming a fund for the support of superannuated or worn-out common school teachers, in Upper Canada, under such regulations as may be adopted, from time to time, by the Council of Public Instruction, and approved of by the Governor in Council: Provided always, that no teacher shall be permitted to share in said fund, who shall not contribute to it, at least at the rate of one pound per annum, for the period of teaching school, or receiving aid from said fund, and who shall not furnish to the Council of Public Instruction, satisfactory proof of inability, from age, or loss of health in teaching, to pursue that profession any longer: Provided also, that no allowance to any superannuated or worn-out teacher shall exceed the rate of one pound ten shillings for each year that such teacher shall have taught a common school in Upper Canada.”

In pursuance of these benevolent provisions of the law, the Council of Public Instruction proceeded to adopt regulations and forms according to which applications would be received and pensions granted.* In 1854, the grant was increased to £1,000 per annum. The number of worn-out teachers who have received aid from this fund is 85; of whom 7 are deceased. Two of the first of the worn-out teachers aided from this fund died the day the cheque for the first instalment reached their Post Office. The youngest pensioner upon the fund is 44 years of age; the oldest is 83; the *average* age of the pensioners is 65. Eighty-five applications have been made since January 1856. No pains have been spared in the investigation of the cases of applicants, in order that the liberality of the legislature might be beneficially

* See Appendix L., in the Annual Report for 1854, p. 284

applied. To meet the circumstances of those worn-out teachers, to whom pensions have been granted, the amount of subscriptions required by law has been *deducted* from the pension granted them, instead of requiring them to advance it. Thus, if a pension were granted for forty years service—the subscriptions payable, as required by law, would be £40, or rather £41, including the first year of receiving the pension, while the highest sum permitted by law to be paid him, would be £60—leaving a balance of £19 payable to him for the first year. During each subsequent year, one pound only would be deducted from his pension. The sums thus deducted, are credited as subscriptions paid.

From the limited amount of the fund and the large number of claimants, the sum annually payable to each is small, and must diminish as the number of claimants increases. Yet, small as this grant is, it has relieved and is now relieving a considerable number of men, poorly remunerated in their day, for their useful labours, and affords no small encouragement to meritorious teachers who are devoting their health, strength and lives to the noble work of forming the minds and, to a large extent, the future character of the youth of the land.

It is honorable to Upper Canada to be the first Province or State in America in which any public provision whatever is made in aid of the support of common school teachers, when they shall have become worn-out in the service of their country.

12. LEGISLATIVE SCHOOL GRANTS AND LOCAL ASSESSMENTS.—TABLE P.

This table exhibits the distribution of the Grammar and Common School Funds to the various Counties and Cities of Upper Canada, and the extent to which each has participated in them. The principle of distribution in regard to the grants for libraries, maps, and school apparatus to all the municipalities, and the principle of redistribution of the Common School grants in all the Municipalities, is according to the sum raised or work performed in each. The principle of developing and rewarding local effort, but in no case superseding it, is proved by all past experience to be the most, and indeed the only effectual means of instructing and advancing a free people. The business of the State is not so much to educate the people, but to aid them to educate themselves; and it will have performed its duty just in proportion as it adopts the best means by diffusing information and providing machinery for prompting, encouraging, assisting, and calling forth enlightened local effort for the instruction and education of the young, and the spread of useful knowledge amongst all classes.

13. COLLEGES, ACADEMIES AND PRIVATE SCHOOLS.—TABLE Q.

According to this table, the statistics of which are very imperfect, there were 10 colleges (4 with University powers), teaching 1,100 students and pupils. The amount of public aid received by them was £22,833,—increase, £6,412. The number of *private academies* was, 29—increase, 10. The number of pupils attending them was, 1,053—increase, 187. There were also *private schools*, 278—increase, 92. The number of pupils attending them was, 6,531—increase, 1,924.

14. GENERAL EDUCATIONAL SUMMARY FOR THE YEAR—TABLE R.

This table exhibits a complete summary of the educational work of Upper Canada during last year. According to it there were 3710 educational institutions, teaching 240,817 pupils, for which the people of Upper Canada expended

the large sum of £288,998 13s. 8d., or nearly *one million one hundred and fifty-six thousand dollars*.

15. JOURNAL OF EDUCATION.

About 5,000 copies of this publication are issued monthly, and furnished gratuitously to the Trustees of each of the Grammar, Common, and Separate Schools, and each of the local superintendents throughout Upper Canada. Apart from original articles and official instructions, notices, &c., it is made the repository of a careful selection of the best articles and passages which appear in the educational works and periodicals of Europe and America, embracing every branch and almost every topic of the vast science and art of educating the young; also, a digested summary of literary, scientific, and educational intelligence, at home and abroad, with occasional illustrative engravings of public institutions, school-houses, and apparatus for instruction. Great and varied benefits have resulted from the monthly issue of this periodical during the last eight years.

16. MODELS AND OBJECTS OF ART.

A commencement has been made during the past year towards adding to this Department a collection of school apparatus, objects of art, and models of agricultural implements, &c., &c. But as only few of these objects have yet arrived, and no arrangement of them has yet been made in the educational museum of this Department, I will defer all remarks on the subject until next year.

17. GENERAL OBSERVATIONS.

The law requires me, in presenting my Annual Report, to make "such statements and suggestions for improving the Common Schools, and the Common School Laws, and promoting education generally, as I may deem useful and expedient;" and as unprecedented efforts have been and are being made to destroy the character, and uproot the foundations of our system of public instruction, I think it expedient to explain and vindicate its principles at some length in regard to the attacks made upon it, and pretensions put forth by advocates of Separate Schools, and in reference to the question of Religious Instruction.

I. *Separate Schools.*

1. While the general success of the school system during the year has been an increase over that of preceding years, the people of Upper Canada have evinced an unprecedented unanimity and determination to maintain it in all its integrity. It secures to all what all have a right to claim—equal and impartial protection. It provides equally for all classes of the community. No example of proselytism under its operations has ever occurred; and no charge of partiality in its administration has ever been substantiated. No less than 396 Roman Catholic teachers are employed in teaching the public schools, and a corresponding or larger proportion of the superannuated teachers to whom pensions have been granted, are Roman Catholics.

2. A system of public instruction being founded upon the principle, that it is the duty of the State to provide for the school instruction of all its citizens, it follows, that none should be excepted from its advantages or obligations. If all do not need it, or do not desire to avail themselves of it, they are not the less obliged to support

it, the same as all are required to contribute to provide court houses and the payment of the salaries of Judges, although many may never enter a court house nor seek the decision of a Judge.

3. In such a system, where there are diversities of religious opinion, the method is to have *combined secular* instruction, and *separate religious* instruction,—the State providing the former, and leaving the latter to the respective parents and religious persuasions of the pupils. In most cases, especially in America, the religious instruction (when given at all) is given at home, in Sunday schools, and in Churches. In other cases, religious instruction is also given in the school houses or elsewhere by the clergy or catechist of each persuasion at appointed times, such as will not interfere with the ordinary exercises of the school. This last is the national system in Ireland, and it is, for the most part, the system in Upper Canada, and will probably be so altogether. In such a system there is no interference with the religious convictions of any pupils in the schools, and therefore no reasonable pretext for separate schools. If public schools are founded at public expense and for the public good, no citizens can be separated from them without injury—injury in some degree to the public schools on the ground of support—but much greater injury to the parties separated, as being deprived of the advantages of the public schools and compelled to support other schools at greater expense and generally less efficient, and with the additional disadvantage of being severed and alienated from other classes of the community with whom their interests, position and future prospects are largely associated. It is only, therefore, for very grave causes that the State can be justified in allowing any portion of the population to be isolated from a system of public instruction. But where this is claimed with the avowed view to the interests of a religious persuasion, the answer is, “the State has nothing to do with the peculiar interests of sects, but has everything to do with the school education of its youth.” The State equally tolerates and protects the former, but it largely provides for the latter. As, therefore, a system of public schools is based upon public interests, the members of no sect or religious persuasion can claim on constitutional or public grounds, that any of such schools should be made sectarian, or that public funds should be expended for the support of sectarian schools at all—much less that such schools should be placed upon the same footing as public schools. The sole object of public schools is secular education; the leading object of sectarian schools is sectarian interests—with which the state does not interfere where there is “no semblance of union between Church and State.” If, therefore, the State does so far depart from the principle of a national system of instruction, as to permit any members of a religious persuasion to separate themselves from it, and to even give them public aid for a sectarian school, it is a favor granted them on the ground of indulgence, but upon no ground of constitutional right; since no sect has a constitutional claim to more than equal and impartial protection in the enjoyment of access to the public institutions of the country. It was on the ground of toleration or indulgence that separate schools were first sanctioned by law both in Upper and Lower Canada; but with this difference, however, that in Canada East, where the union of Church and State exists, the schools of the majority are for the most part denominational schools, while those of the minority are non-denominational—the reverse of what exists in Upper Canada.

4. It is only since 1850 that any persons pretended to demand separate schools as a right, and not as a favor. But when corporate powers and privileges are once granted to persons, they then acquire legal rights which cannot and ought not to be lightly taken from them, however unadvised and to be regretted may have been the act of conferring them in the first place. And it is upon this ground that I have stated in former reports, and repeat here, that I think the clauses of the school law providing for separate schools ought to be allowed to remain on the statute book. I found clauses in the school law for that purpose when I assumed the charge of the department in 1845; I have since successively submitted the re-enactment and extension of them, as far as I could consistently with the efficiency of the public school system, and the rights of individuals and Municipalities, and so as to place the parties supporting separate or "dissentient" schools in both Upper and Lower Canada on perfectly equal footing; but the separate school clauses of the law as prepared and recommended by me were complained against by some leading advocates of separate schools, and a bill was prepared on their part, and brought into the Legislature in 1854, without any knowledge respecting what I had done, and substituting, for my clauses, the provisions of the Separate School Act now in force. But though I have had nothing to do in preparing the provisions of this Act, and though I doubt whether they are as beneficial to the parties of separate schools as the provisions for which they have been substituted; yet I think they should be allowed to remain undisturbed. They were prepared and accepted by the complaining parties themselves as a settlement of the question; they have not affected, nor do I think they will affect, the general working and efficiency of our school system; they leave not the shadow of pretext for the complaint that Roman Catholics in Upper Canada are less liberally treated than Protestants in Lower Canada, and especially since providing in a Lower Canada School Act during the recent session of the Legislature that Protestants in Lower Canada must levy and collect themselves whatever sums they may require for school purposes, and taking away from the Municipal Councils even the power to levy and collect any rates for "dissentient" schools.*

5. But if the parties for whom separate schools are allowed, and aided out of the Legislative School Grants, according to the average attendance of pupils (which is the principle of distributing the school grants among the common schools in all the townships of Upper Canada) shall renew agitation upon the subject, and assail and seek to subvert the public school system, as they have done and endeavor to force legislation upon that subject against the voice and rights of the people of Upper Canada, by votes from Lower Canada, and the highest terrors of ecclesiastical authority, then I submit that the true and only alternative will be to abolish the separate school law altogether, and substitute the provisions of the national system in Ireland in relation to united secular and separate religious instruction, and extend it to Lower as well as Upper Canada. To the principles of that system in relation to national schools no party can object. It has been in successful operation

* Yet I see in the columns of the ultra-advocates of separate schools, statements to the effect that there are several essential particulars in which the case of the supporters of separate schools in Upper Canada is bad in comparison of the supporters of "dissentient" schools in Lower Canada—statements which are groundless and delusive, and put forth to justify the high-handed hierarchical proceedings which have been adopted to subvert our school system, or make it the ally of one particular church against the great majority of the people of Upper Canada.

in Ireland for more than twenty years, and has been recently re-affirmed after the fullest discussion, by the unanimous vote of the British House of Commons. It is too much that the people of Upper Canada, like the Israelites in their work of rebuilding, as mentioned in the 4th chapter of Nehemiah, should be compelled to stand constantly on guard for the protection of their school system, to labour at the erection and completion of their educational edifice "every one his sword girded by his side," and "he that soundeth the trumpet by him." There can be little doubt as to the result of an attempt, by means of external votes, at systematic legislation against the voice of the great majority of the people of Upper Canada and their representatives, on the vital question of public instruction. No such attempts have been made to repeal and change school laws in Lower Canada by bills brought in by Upper Canada members of the legislature, and carried by votes of an Upper Canada majority against the voice and remonstrances of a majority of Lower Canada members. I believe the leading members of the legislature from both sections of United Canada, are satisfied that the clauses of the laws in regard to separate schools in Upper Canada are, upon the whole, more favorable to their supporters than are the corresponding clauses of the laws in regard to dissentient schools in Lower Canada.

6. It is true there are difficulties attending the establishment and support of separate schools in Upper Canada that are not experienced in establishing and supporting dissentient schools in Lower Canada. But that difference arises from social causes, and not from partiality in legislation. In Lower Canada what are legally the national schools, are, as a general rule, church schools, the ceremonies and religious teachings being such as are directed by the authorities of the Roman Catholic Church. Where this is the case, there can be little difference or reluctance on the part of the Protestant minority to establish and support a dissentient school. But in Upper Canada the national schools are non-denominational; the religious convictions of all classes are equally protected,—as much so as in the mixed schools in Ireland; they are equally open to all classes—are altogether or nearly free; and in cities and towns are, for the most part in good buildings, well furnished taught by able teachers.

7. Under such circumstances, it is extremely difficult to compel or persuade any considerable number, much less the whole, of any class of religionists to separate themselves from such schools, and erect separate ones at greater expense and less efficient; and that upon the ground, not that the public schools interfere with their faith or attempt to proselyte them, but that Roman Catholics associate with Protestants and acquire personal feelings of respect and affection, which precludes the opportunity of constantly inculcating, and blunts the edge of the teaching, that Protestantism is a species of infidelity, that Protestants are a species of infidels, and should be loved, and pitied and prayed for, not even as nominal Christians, but as heretics and infidels,—that any other feeling in regard to either Protestantism or Protestants, is a dangerous "*indifferentism*," only a shade better than infidelity itself—that, therefore, the public schools supported by Protestants are infidel schools, and the whole school system, created under the auspices of successive administrations and parliaments, and developed and sustained by the people of Upper Canada with unparalleled unanimity and liberality, is an infidel system! We have on to read episcopal circulars and their newspaper organs, to see that I have fallen far below

the reality in thus epitomizing this foreign element which has been imported into Upper Canada since 1850, and which is as foreign to the spirit and feelings that Roman Catholics have in all past times cultivated and cherished, and which the great majority of them still cherish, in regard to their fellow subjects and the educational institutions of their country, as it is alien to the spirit of truth, and the progress of Canadian civilization. I have reason to believe that it is by extreme exertions of ecclesiastical authority that many Roman Catholics can be made to endorse such teaching against the character and cherished institutions of the great majority of the people in Upper Canada, and assume or continue the support of separate schools. Hence the efforts to deprive them of their exercise of choice, by not leaving it to them to express their individual wishes from year to year, but endeavouring to include them as a body, placing the power of exemption from the public schools in the hands of trustees. Hence also the efforts to make municipal councils the imposers and collectors or rates for the support of separate schools, on account of the reluctance of many of the rate payers concerned to pay the rates for the support of such schools, and in order to avoid the contact of church authority with them. Hence likewise the efforts to get apportionments for the support of separate schools, not according to average attendance (which is the principle of apportionment adopted in regard to all the public schools) but according to the population of a whole religious persuasion. It therefore becomes every friend of general education and knowledge to protect our system of public instruction against these open and covert attempts to weaken and subvert it; and it becomes every friend of religious and civil liberty to aid in protecting individuals from all abridgement or invasion of their right of choice and action—an invasion which has assailed the highest personages in the legislature for the parliamentary exercise of their judgment and for the discharge of their duties as the responsible advisers of government for the whole people—an invasion which would prostrate the government and legislation of the country at the feet of hierarchical assumptions.

8. As it is the duty of the state to provide for the education of all the youth of the country, it ought not to permit the legal exclusion of any portion of them from the fullest advantages of that provision without their having the benefit of teachers equally well qualified to teach as the teachers of the public schools, and schools and instruction equally efficient. But while teachers of the public schools have to be examined and licensed by a county board according to a programme prepared by the council of public instruction, the teachers of separate schools are subject to no such test of their qualifications, but are licensed by each set of trustees that employ them; and from the inferior qualifications of some of the teachers employed in them, and which must be the case more and more from their inadequate remuneration, and from their exemption from the examinations required of other teachers, it is to be feared that many children set off and assigned to the separate school suffer serious disadvantages in comparison with other children residing in the same neighbourhoods;—apart from the disadvantage of their isolation, the salutary influence of the emulation and energy which arises from pursuing the same studies in connection with the youth of other classes in the community, and with whom they are to act and associate in future life. I think that adequate protection and security are not provided for the school education of the youth separated from the public schools without any choice or responsibility of their own: and

it may yet be the duty of the legislature to look carefully into this subject. In the mean time, I believe there are some separate schools in which full justice is done to the secular branches of the education of the pupils.

9. The provision permitting the establishment of these schools in the School Act of 1841, was doubtless dictated by liberal and benevolent intentions; and from 1841 to 1850, it was attended with no discord and little or no evil, but was scarcely ever acted upon except in neighbourhoods where the imported feelings of transatlantic religious hostility prevented Protestants and Roman Catholics from availing themselves of the same schools. But since 1850, what was before requested as a favor and acted upon as an exception, has been demanded as a right and insisted upon as a system; and though the provisions of the law in regard to Separate Schools have been extended since 1850, every concession has been followed by a new demand, and every demand has been accompanied by a proposed measure, essentially different from the demand on which it was professedly founded, and which would, if acceded to, (as I have shown in my printed reports and correspondence of past years,) have subverted our whole system of common school instruction. Had even the present separate school Act introduced near the end of the session at Quebec in 1855, been passed as it had been prepared, our public school system would now be broken up. Nor would the consequences be less fatal were the short Bill introduced into the Legislative Assembly this session, and entitled, "An Act to amend the Upper Canada Separate School Act of the year 1855," to become a law. This bill is still pending; and it is authoritatively stated that the ecclesiastical authorities under whose auspices it was prepared and introduced, persist in demanding the passing of it under pain of the highest penalties they can inflict. Under such circumstances, it becomes my duty to notice this bill, that all parties may be aware of its character and tendency before the next session of the legislature. This bill consists of two sections, the first of which repeals the *twelfth* section of the Separate School Act;—the section which contains the conditions on which supporters of separate schools are exempted from the payment of municipal school rates,—conditions which both Protestant and Roman Catholic members of two successive administrations, felt to be the most easy and just on which any persons could be allowed exemption from what is common to all classes of their fellow subjects. This twelfth section of the Separate School Act is as it was prepared and introduced by the Roman catholic section of the administration, and was accepted by the parties concerned without the slightest objection or hesitation; but within a few months past episcopal commands have been issued for its repeal! The second and principal section of the bill required to be passed by the legislature, (and for not voting for which this session, episcopal denunciations have been officially pronounced against several members of the legislature,) is as follows:

"II. Notwithstanding any thing in the above named [Separate School] Act, or in any School Act or Acts to the contrary, every person paying rates, whether as a proprietor or tenant, who, when required to pay his school taxes or rates, shall present to the collector a certificate in duplicate from the secretary-treasurer of the trustees, or any board of trustees of any Roman catholic separate school or schools, that he has paid all school rates or taxes required by such trustees or board for the

then current year, shall be exempted from the payment of all rates or taxes imposed for the building or support of common schools, or common school libraries, for the same year; and it shall be the duty of such collector to retain one of the above named certificates, and sign his name to the other to be returned by him to the rate payer."

10. This section so imperiously demanded, but so wholly inadmissible in principle and detail, contains extraordinary provisions.

(1.) It relieves trustees of separate schools from imposing school rates themselves for their schools, imposes upon the municipality the obligation of *levying* rates for separate schools, the same as for public schools—an obligation which is imposed exclusively upon the trustees of "dissentient" schools in Lower Canada,—so much so that even the power (were it disposed to exercise it) to levy rates for the support of dissentient schools in Lower Canada is taken from the municipality.

(2.) It invests the secretary-treasurer of any separate school corporation with the enormous and unheard of power of interposing between a municipal council, and the collection of all school rates levied by it, and of exempting every rate-payer of every religious persuasion from payment of school rates; and this he can do by a variety of means, and throughout all Upper Canada, and that without the slightest restriction, the slightest liability to any penalty whatever, but with absolute impunity. To one rate-payer he can say, "if you will pay two thirds, or one half, or one quarter as much to support the separate school or schools, as the municipal council has taxed you to support the public schools, I will give you a duplicate certificate of exemption." In this way a *bribe* may be held out to every rate-payer to support separate schools. But to those who would not accept of this bribe, one of another kind could be offered. The secretary-treasurer, or his agent, might say to each rate-payer, who might refuse on any terms to support a separate school "if you do not wish to pay any rate to support the public schools, I will give you, a certificate that you have paid all the rates that the Roman catholic trustees require you to pay for the support of the separate school for the current year." In this way might a *bribe* be held out to every rate-payer, *not* to support the public schools.

(3.) But apart from the preceding considerations, such a provision would put it out of the power of any municipal council, to levy any rate for the erection or payment of school premises or buildings, or for the support of public schools, without levying such sum for separate schools as the trustees of such schools may succeed in diverting from those purposes, by the power of ecclesiastical authority and by a twofold system of bribery. Nor could any trustees of public schools levy and collect any rate whatever, for the support of their schools, from persons who might be furnished with the said Roman catholic trustee certificate of exemption. Nor would it be possible for any municipal council to know how much per pound it would be necessary to levy in order to raise any sum or sums that might be required for the support of public schools, as it could not tell what amount might be obtained by trustees of separate schools; nor could trustees of public schools in any section, or town, or school division, know on whom to levy school rates, as they would have no means of knowing who had obtained, or who might obtain a certificate of exemption from the adverse trustees of a Roman catholic separate school.

(4.) It is perfectly clear, that should such a Bill become law, there would soon be an end of both free schools and public schools, and the Trustees of Roman Catholic separate schools would possess a direct and indirect power in each Municipality far greater than that of the Municipal Council and Trustees of public schools together. Yet such a Bill intact is demanded, under the pretext of placing the supporters of separate schools in Upper Canada upon the same footing with the supporters of dissentient schools in Lower Canada! The most vigorous attempts are made to force such a Bill upon Upper Canada against the almost unanimous voice of its representatives and their constituents; and ecclesiastical penalties are inflicted upon Members from Lower Canada who will not vote for this gross outrage upon the public school system, and the Municipal, and Protestant and individual Rights of the people of Upper Canada!

11. The passing of this Bill is demanded at the next session of the Legislature. The same influence which has been brought to bear upon Members of the Legislature, is exerted over each elector in each County, Riding and Municipality. The issue of the question is before the Country; it is imposed upon it by the authorities of one religious persuasion. It cannot be evaded. It is, therefore, with a view to this issue that I have felt it my duty thus to defend our school law and system from the attacks made upon it, and from the efforts to destroy it—efforts unprecedented in the annals of Canadian history. In the eventful issue of this question, it remains to be seen whether the people of Upper Canada are to be under the rule of episcopal circulars and mandates, or continue to be a free people—whether their own voice is to control legislation for themselves, or whether legislation is to be forced upon them from without—whether their school system which has been established and thus far matured with so much unanimity and at so large an expenditure of their labour and money, and which equally protects and consults the just rights and interests of all sects and parties, is to be subverted or perpetuated—whether the principle of equal rights and privileges is to be maintained among all classes and denominations, and “all semblance of Church and State union discontinued,” or whether that union in one of its worst forms is to be established, placing each Municipal Council, each corporation of public schools, each rate-payer of every religious persuasion, and each public school and library, in a maimed and humiliated position before the ecclesiastical and corporate authorities of separate schools.

12. I shall continue, as I have done, to give to separate schools all that the more than just, the indulgent provisions of the law, and the most liberal construction of it, will sanction; but I should be unfaithful to the trust reposed in me, and to the obligations of patriotic duty, not to maintain and defend the system of national schools against all attempts to weaken and destroy it.

II. *Question of Religious Instruction.*

1. It now remains for me to make some remarks on the question of Religious Instruction. In the mind of every enlightened philanthropist and Christian, there can be but one opinion as to the necessity and importance of religious instruction as a part of education,—indeed that there is no education, properly speaking, without religion, any more than that there is a man without a soul, or a

world without an atmosphere, or day without a sun. Religion is the soul of education, as it is the life of the soul of man, the atmosphere in which he inhales the breath of immortality—the sun-light in which he beholds the face of the glory of God. The promises of Christianity are to children as well as to their parents; and to neglect the religious instruction of children, is to deprive them of their divine birth-right—is to send them forth morally maimed and diseased among their fellow-men—is to inflict upon them the direst calamities, and make them a curse, instead of a blessing to others.

2. The question is not, therefore, whether children are to be religiously instructed and trained, but, who are thus to instruct and train them, and how it is to be done? In each of my preceding reports, during the last three years, I have shown from the Holy Scriptures, and the Canons, Formularies and Disciplinary Regulations of religious persuasions, that the training up of children “in the nurture and admonition of the Lord,” clearly devolves upon parents and the professed teachers of religion, and not upon civil government; that all countries where these laws of nature and religion have been violated, by transferring to the Government teacher of the day school what belongs to parents and pastors, have been characterised by both vice and ignorance; that, while it is the duty of the State to make provision for the instruction of each child in those branches of knowledge that are necessary for him to know in order to enter upon his duties as a citizen, it is the duty of each church or religious persuasion to provide for the religious instruction of its own; that the State is not to ignore the Churches of the land in its school system, any more than it is to be their servant, to teach their commands or collect their taxes to pay for teaching them. In countries where, by virtue of church and state union, the state is a tool of the church, or the church is a creature of the state, or both, the question of a system of public instruction is essentially a church question, and the consequences of it are apparent—ignorance of the masses, or the absence of constitutional liberty, or both. But in Upper Canada, no political union of church and state is acknowledged; and, therefore, the claim of any church to state support for its teaching, whether of the young or the old, is inconsistent with the avowed constitution of our government, and incompatible with the principles of equal rights and privileges amongst all religious persuasions and classes. This principle is now acknowledged and avowed by all Protestant denominations in Upper Canada, without exception. The few members of the Church of England that have hitherto demanded separate schools for themselves, supported by public funds and taxes, have at length acquiesced in the sentiments and views of the great body of the members of that church and of the country at large. So that all attempts to seize upon supposed differences of opinion among Protestants, and to promote them as much as possible, in order to break down or weaken the public school system, have thus far failed. As the system has become developed, public opinion in its support has gained in strength and energy; and the last year has witnessed a stronger and more united expression of it in Upper Canada, than during any former year.

3. Assuming that our system of public schools shall not only be maintained but maintained in all its integrity, and that it is the duty of the parents and pastors

of each religious persuasion to provide for the religious instruction of their own children, it only remains to be considered how far facilities shall be afforded for that purpose in the public schools. As the state has no right to give religious instruction itself; so it has no right to *compel* religious instruction or exercises of any kind. All it can do is to *recommend* and *provide facilities* for such instruction and exercises. What is common to all, is *recommended* and provided for the adoption of all. But in this, there can be no compulsion upon trustees; nor are they permitted to compel the attendance of any pupil at any religious exercises or instructions whatever against the wishes of his parents or guardians. The text books and the whole teaching and government of the school are required to be based upon and in harmony with christian principles, but the teaching any pupil to recite his catechism and his religious instruction (if desired at all at the school), must be matter of private voluntary arrangement between the parents and teacher, and must not interfere with the ordinary exercises of the school in regard to other pupils. The spirit of our school system is precisely that which the British House of Commons unanimously approved in the following words, as late as the 23rd of June, 1856, in regard to the system of National Schools in Ireland: "That this House has observed with satisfaction the progress made in the instruction of the poorer classes of Her Majesty's Irish subjects, under the direction of the Commissioners of National Education; and is of opinion that in the administration of that system, or in any modification of its rules, there should be maintained a strict and undeviating adherence to its fundamental principles, securing parental authority and the rights of conscience to pupils of all denominations, by excluding all compulsory religious teaching, this House being convinced that no plan for the education of the Irish poor, however wisely and unexceptionably conceived in other respects, can be carried into effectual operation, unless it is explicitly avowed and clearly understood, as its leading principle, that no attempt shall be made to influence or disturb the peculiar religious tenets of any sect or denomination."

4. The principal rule of the Irish National Commissioners, in regard to religious instruction is as follows: "Religious instruction must be so arranged that each school shall be opened to children of all communions; that due regard be had to parental right and authority; that accordingly, no child be compelled to receive, or to be present at any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the school affords." Where the patrons (the same as the majority of electors or trustees of a school section in Upper Canada), are Roman Catholics, then the public religious exercises of the school are more or less of that character; but Protestant children are not required to attend them; and *vice versa*.

5. The mover and seconder of the resolution above quoted, made some references and statements in their speeches on the occasion which I may cite in this place. In alluding to the evidence of the Rev. Dr. Cooke, (Presbyterian), of Belfast, given before a recent Committee of the House of Lords, the seconder of the resolution (Mr. Kirk) remarked: "Dr. Cook stated that he was not in favor of any system of compulsion with regard to religious instruction, and he added in answer to questions put by the Bishop of Ossory [the acting leader of the opposition to the National Schools]

that it would be a very dangerous principle, to say the least, to make the reading of the Scriptures obligatory upon children, because he held as a Protestant—that no one ought to force religion upon another contrary to his conscience. The Presbyterians in their negotiations with the National Board, had always shown an anxiety to maintain their own rights and to extend the same liberty which they enjoyed to other denominations. They were not less desirous that the Scriptures should be read than the members of the Church of England; but they did not wish that others should be compelled to think as they did. He (Dr. Cooke) held that the Bible would be rendered distasteful to children by being pressed upon them against their wish as well as by being altogether kept from them. A similar opinion [continues Mr. Kirk] was expressed by Dr. Chalmers in his evidence before the Committee upon the Irish Poor Law. Dr. Chalmers said that he would have no part of education made compulsory; that a child ought no more to be compelled to attend a Bible class than a reading or arithmetic class, and that compulsion tended to limit and prevent the spread of Scriptural education, and to establish in the minds of the people a most hurtful association with the Scriptures. He entirely concurred in these opinions, clearly sanctioned the principles now embodied in the rules of the National Board. With regard to the results of mixed education, although it had not succeeded to the extent once hoped, this he thought must be attributed to the opposition of the Church Education Society. The Rev. Mr. Woodward, for sometime Secretary to the Church Education Society, had published a pamphlet in which he stated, that in the first report of the Society, he had advocated opposition to the National Board upon two main grounds—first, that the rules of the commissioners ‘forbade the Church to instruct her children in her own holy faith;’ and, secondly, ‘that they withhold the Word of God from a class of our countrymen.’ But the Rev. Mr. Woodward, in a manly and candid manner, proceeded to retract these charges; he said—‘plain truth compels me to declare that I regard these two main objections as having been founded on assumption utterly unsupported by facts. Personal observation of Scriptural and Church instruction, actually given in schools connected with the Board, showed me that there was a discrepancy between my pre-conceived notions and the reality of the case. I was led to examine for myself. I found that I had wholly misconceived the truth. It seemed to me, as it now does, clearer than day, that the board is wholly guiltless of either of the charges upon which I founded my original opposition.’ ”

6. Similar opposition and upon similar grounds has in past years been made to the system of public schools in Upper Canada; but it has latterly been abandoned, the assumptions on which it was founded having been shown to be utterly unsupported by facts. Mr. Fortescue, the mover of the resolution, concluded his speech in the following words:

“The great body of the Roman Catholics and Presbyterians of Ireland were satisfied with the working of the present system; the only class which was discontented with it being a portion, and merely a portion of the adherents of the Established Church. He wished to know on what grounds an alteration in the present system was demanded? It seemed to be pretty generally avowed that the change was sought for (making the reading of the scriptures and instruction from them compulsory on all the children attending the schools) not with reference to

the religious education of children belonging to the established church, but with the view of affording religious instruction to children who did not belong to that communion. They were told that many of the clergy and members of the established church in Ireland could not conscientiously give secular education to any children unless, at the same time, they were permitted to impart religious instruction; and as they objected to any system from which the reading of the Scriptures were excluded, they disapproved the rules of the National Board. He believed the assertion that the Scriptures were excluded from the national schools in Ireland was altogether unfounded, for the Scriptures might be used in every national school in that country, provided their study was not enforced as a necessary condition of admission. In his opinion the opposition of clergy of the established church in Ireland to the national system of education was from false pride and from a feeling of annoyance at finding themselves placed, under that system, upon a footing of fair equality with clergymen of other denominations. That opposition arose from a sincere, but, as he thought, from a mistaken sense of duty, which led clergy of the establishment to refuse their countenance to any system of education which did not enable them to instruct the children in the doctrines of their own church. It could not be supposed that the great presbyterian body of Ireland, who almost equalled in numbers the established church, entertained less reverence for the Scriptures than any other body of protestants; yet they had fully and frankly accepted the national system of education. He had heard it said that special advantages had been afforded to presbyterians in order to secure their adherence to the system; but they possessed no privileges which were not equally extended to all other religious denominations. As soon as the presbyterians were satisfied that, under the rules of the Board, they could give full religious instruction to children of their own communion, they at once adopted the national system. He did not think, however, that the conduct of clergy and members of the established church had arisen from such conscientious scruples as that house would be disposed to regard, but rather from the false position in which the established church was placed, and from the unfounded claims to religious supremacy which were put forward on its behalf. He hoped, therefore, that the house, while it would be disposed to pay the utmost respect to conscientious scruples, would not listen to the claim urged on behalf of a portion of the clergy and laity of the Irish church by the right honorable gentleman opposite (Mr. Walpole.) He believed if there ever was a body of men who were able to make some sacrifices for their conscientious convictions, and to endure some privations on account of their religious scruples, it was the established church of Ireland which numbered among its supporters a large proportion of the landed proprietors, and enjoyed the whole of the ecclesiastical revenues of the country. He trusted the day would come when the clergy of the established church in Ireland would change their minds and co-operate in making the national system in Ireland a still greater blessing than it ever was. The house would see that the proposal made by the right honorable gentleman (Mr. Walpole) the other night, was a direct reversal of those fundamental principles which had been the salvation and essence of the national system of education in Ireland. Believing that those principles were incompatible with the proposition of the right honorable gentleman (Mr. Walpole), and that they would in effect exclude the adoption of his resolution, when he would, at all events, have the effect of quieting the mind of

the people of Ireland, he trusted that his (Mr. Fortescue's) motion would receive the support of the house, being assured that, as long as that house and the government acted upon the principles contained in his resolution, there would be no fear of the stability of that great system of education which had conferred such incalculable blessings upon Ireland. (Cheers.)"

The honorable gentleman concluded by moving the resolution above quoted, and which, after an elaborate discussion, was adopted by the House of Commons without a division,—thus approving in the strongest manner, by the vote of both the Protestant and Roman Catholic members of parliament, and after an experience of twenty-three years, the system of national schools in Ireland, and refusing any essential modification of it.

7. I have made these quotations in reference to the principles on which the national schools are conducted in Ireland, because they are the same as those on which the public schools in Upper Canada are conducted, with this difference that the hour or hours for denominational religious instruction for each week is not stated or provided for in the Canadian schools. In Ireland it is left to the local patrons to fix the time each week, either "during school hours or otherwise." This can be easily provided for in our system by the Council of Public Instruction; but the practical utility of it is doubtful, as few clergy would be able to meet the children of their religious persuasion each week in each school, and the catechetical and other religious instruction which the clergy would thus give to the children of their persuasion in each school is, for the most part, otherwise provided to be given them in Sunday schools or in connection with Sunday services. In Ireland, the national schools are for the poor; in Canada they are for the whole population, and the patrons or trustees of Canadian schools are elected by all the landholders or resident householders. The clergy of all religious persuasions are visitors of the schools, and can visit them at their convenience. The teachers are examined and licensed by county boards, and must furnish satisfactory proof of good moral character. This is a better test than that of their merely being of particular religious persuasions, since they may be such, and yet not be either temperate or moral, much less otherwise qualified to teach; but if they are of good moral character, they will doubtless belong to some religious persuasion. The moral test is, therefore, better than that of sect, especially as one of the proofs required of a candidate for the teaching is the certificate of some clergyman, not that the candidate is of a particular sect, but that he is a good moral character. Again, it is the feeling and interest of the members of all religious persuasions (who constitute the large majority of every neighbourhood) that the moral character of the teacher be good, and the moral influences of the school, healthful. These feelings and interests of all religious persuasions combined on the single points of christian morals and efficient teaching, are stronger than those of any one persuasion developed in a *separate* school, where the peculiarities and partizanship of sect are the predominant object and interest. The people of Upper Canada, of all persuasions, have therefore the best guarantee possible, in the circumstances of the country, of sound morality, intellectual qualifications, and effective instruction in the public schools.

8. In a day school, the general christian character and spirit of the books, the teaching, the government, the social influences of the school, are of much greater

importance than any catechetical religious instruction that can be given to each pupil. To provide for such denominational instruction is the duty of each religious denomination and of each parent, in his denominational capacity; and does not devolve upon the public school fund to pay for, or the public teacher, as such, to impart. It is the undoubted business of each religious persuasion and its members to provide for the teaching of their own catechism and peculiar dogmas; and all attempts to weaken church and parental obligations by transferring to the day school what belongs to the church and the fireside, must have a demoralizing influence upon churches and parents, and divert the day school from its legitimate and appropriate objects of teaching reading, writing, arithmetic, grammar, geography, etc. The education of a child consists of all the habits of thought and feeling, of all the knowledge and views he has acquired, the manners he has cultivated, and the character he has formed from infancy to manhood. But a very small part of this education can be acquired during the few years, or parts of years, that a child is in a day school from 9 o'clock in the morning until 4 o'clock in the afternoon, during five days and a half of each week. The whole of Sunday, and two thirds of each week-day, and the whole of several weeks or months in the year, each pupil spends in the family, in the church, or in promiscuous society; and these are the chief educators of youth as to both morals and manners. Every child brings to the school a character formed under these influences—a character which they will probably maintain and develop, notwithstanding any efforts of the teacher of the day school. The teacher of the day school can do much to corrupt and demoralize by his example, and spirit, and teaching; and by the same means he can contribute much to elevate the moral feelings and taste, and improve the moral character of his pupils, especially if he is continued in charge of them a length of time; but this is done by the devout and consistent recognition of the Divine Being and authority, and the spirit and character of his whole department and teaching, based upon the Commandments of God, rather by his hearing recitations of a Catechism once a week—the latter being the special and appropriate duty of the parent, the Sunday-school teacher, and the pastor. One-seventh of the time (besides mornings and evenings) of children is, by Divine authority and appointment, at the disposal of pastors, parents and children, for the religious instruction of the latter, and other sacred purposes; and if the religious part of their education is neglected, the guilt lies with the parent and the pastor, and not with the teacher employed for the secular part of their education. Combined literary and separate religious education, is the true and only principle on which free, equal, and universal education can be provided for a people of various forms of religious faith. The state, or body politic, provides the former; pastors and parents individually impart the latter. The former is the peculiar work of the day school; the latter is the peculiar work of the church and the home fire-side. The former is imparted during one-third of five or six days out of seven; the latter should be imparted during some part of the two-thirds of six days out of seven, and the whole of the seventh day. Let not that be confounded which is distinct in the order of Providence and the nature of things, in any system of public instruction. Least of all, let not the teachings and influences and obligations of religious persuasions

which determine the moral character of a people, and form that of their offspring, be ignored or left out of the account. And I may be permitted to add, that every grown-up person is a moral educator of the young, as far as his example, sentiments and doings may influence them. No individual in a community is an isolated unit; he is linked to the community of individuals around him by laws of dependence and influence as sacred and imperative as those which mutually bind and control each member of the community of worlds. "No man *can* live or die to himself" *only*. As every child is being educated by all that he sees and hears and learns, so is every adult person an educator by all he does and says, and counsels. Yet, specially and preëminently, parents and pastors are the divinely authorised and appointed teachers of religious education, while teachers, licensed and appointed under the authority of state laws, and paid out of state funds and public taxes, are employed to impart to youth their secular education.

18. CONCLUDING REMARKS.

The fundamental principles of the school system, and the organic provisions of the school law, may be regarded as settled. Experience and the progress of the system have suggested, and may from time to time continue to suggest improvements and additional provisions in perfecting the details of the law. But very much remains to be done in reducing to practice and in bringing up to a proper standard of operation, all parts of the system in all the municipalities of Upper Canada. This is, at least, the task of a quarter of a century. But we have the strongest grounds of encouragement when we look at what has been accomplished during the ten years which have elapsed since, in 1846, the "*Report on a System of Public Elementary Instruction for Upper Canada*," was prepared and submitted to the government and the country; and when we compare what is already doing in Upper Canada with what is doing in neighbouring States, whose school systems date back to the commencement, or before the commencement, of the present century. During the last ten years, while the aggregate population of Upper Canada has increased about three-tenths, the actual attendance of pupils at the public schools, and the amount raised for the salaries of teachers, has considerably more than doubled; and a corresponding improvement has taken place in the character and qualifications of teachers, the methods of teaching, the character and condition of school-houses, and efficiency of the schools, besides the introduction of an uniform series of text books, maps, apparatus, and libraries. And when it is recollected that there is no state school tax in Upper Canada; that the school tax is imposed by each municipality for itself, and at its own option, under the influence of no other compulsion than that of public duty, and legislative aid to a limited amount is offered, it is most gratifying to know that this system of national organization, combined with voluntary local municipal action and co-operation, is successful beyond comparison—so much so, that the amount raised by local self-imposed taxation on the part of the people of Upper Canada for the salaries of school teachers, is larger, in proportion to population, than that raised for the same purpose in the older and larger State of New York, and the average time of keeping our schools open during each year, is one month more than that of keeping the public schools open in the

State of New York, and two months longer than the average time, each year, of keeping the public schools open in the State of Massachusetts.

From the organization and success which our school system has attained during the last ten years, from the enlightened spirit of enterprize and progress which is stirring to its depths the public mind of the country and developing its amazing resources, I anticipate a progress in education and knowledge during the next ten years beyond any thing we have yet witnessed or conceived. In the working of our admirable municipal system, on which the school system is engrafted, the inhabitants of Upper Canada are not only acquiring a practical knowledge of the principles of self-government, but are learning how much their united resources and action will enable them easily to accomplish in regard both to the education of their children and their various local improvements. When the conviction becomes universal and strong, and the feeling of enjoyment becomes identical with the conviction,—that one great earthly object for which a people, as well as individual parents, exist, is to impart to those who follow them the qualities of happiness, usefulness and greatness, and provide the largest facilities and widest possible field for their development and exercise,—then will our country stand out in proud comparison with other countries, as the home of a most happy, intelligent, free, and prosperous people. The erection of every new school-house, the education of every additional child, and the circulation of every useful book, is a contribution to this noble consummation of individual and national hope.

I have the honor to be,

Your Excellency's

Most obedient and humble servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, July, 1856.

PART II.—STATISTICAL REPORT,

For the Year 1855.

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PART II.—Table A.

THE COMMON SCHOOLS

RECEIPTS.							
TOWNSHIPS.	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total Receipts for Common Schools, 1855.
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.	
<i>Glengarry.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Charlottenburgh	125 0 9	...	125 5 0	165 0 3	68 3 4	54 0 7	537 9 11
Kenyon.....	109 9 3	...	109 10 0	...	173 10 9	...	392 10 0
Lancaster.....	98 5 5	...	105 0 0	236 6 7	131 10 11	...	571 2 11
Separate School.....	6 14 7	...	...	...	...	68 0 0	74 14 7
Lochiel.....	125 4 6	...	130 15 0	6 0 0	13 0 0	0 3 1	275 2 7
Separate School.....	16 9 4	...	5 10 0	...	30 0 0	3 6 8	55 6 0
Total	481 3 10	...	476 0 0	407 6 10	416 5 0	125 10 4	1906 6 0
<i>Stormont.</i>							
Cornwall	129 10 0	...	129 10 0	147 2 7	163 8 7	56 4 4	625 15 6
Finch.....	31 4 9	...	31 13 9	79 3 3	41 16 5	...	183 18 2
Osnabrock	121 2 0	...	121 5 0	342 9 6	141 10 9	13 3 7	739 10 10
Roxborough.....	61 5 0	...	61 5 0	87 2 3	41 2 2	9 17 1	260 11 6
Total	343 1 9	...	343 13 9	655 17 7	387 17 11	79 5 0	1809 16 0
<i>Dundas.</i>							
Matilda.....	113 15 0	...	113 15 0	652 7 10	23 15 0	7 15 9	916 8 7
Mountain.....	74 16 3	...	74 16 3	307 9 3	40 3 5	78 18 6	576 3 8
Williamsburgh	107 5 6	...	107 7 6	227 5 5	131 1 4	169 7 4	742 7 1
Winchester	89 17 3	...	89 17 6	155 4 1	16 18 5	0 6 1	390 3 4
Total	385 14 0	...	385 16 3	1342 6 7	216 18 2	274 7 8	2005 2 8
<i>Prescott.</i>							
Alfred	4 7 6	...	39 0 0	11 12 4	...	26 4 0	68 9 10
Caledonia.....	22 16 9	...	55 0 0	15 4 0	26 2 10	...	119 3 7
Hawkesbury East.....	84 7 3	2 10 0	86 0 0	337 14 1	14 18 5	...	545 9 9
Separate School.....	...	...	3 6 5	14 10 0	...	5 4 7	23 1 0
Hawkesbury West	65 12 6	...	94 0 0	82 2 4	46 5 4	...	288 0 2
Longueuil	40 19 0	...	70 0 0	117 1 0	8 15 7	...	236 15 7
Plantagenet North	41 0 9	...	45 0 0	28 11 11	...	118 1 7	232 13 9
Plantagenet South	24 1 3	...	17 11 6	45 13 9	...	11 18 8	89 5 2
Total	283 5 0	2 10 0	400 17 11	672 9 5	96 2 2	157 14 4	1612 18 10
<i>Russell.</i>							
Cambridge and Russell	18 12 9	...	55 0 0	106 9 5	6 0 0	...	186 2 2
Clarence	11 0 6	...	30 0 0	72 1 6	10 2 1	15 19 3	139 3 4
Cumberland	42 1 9	...	42 1 9	171 3 8	5 6 3	10 8 8	271 2 1
Total	71 15 0	...	127 1 9	349 14 7	21 8 4	26 7 11	506 7 7
<i>Carleton.</i>							
Fitzroy	61 3 4	...	61 3 4	228 4 1	74 8 7	51 10 9	476 10 1
Gloicester	83 1 8	3 0 0	83 1 7	593 15 6	53 13 2	...	816 11 11
Goulbourn	75 3 5	...	75 3 4	405 16 10	158 1 8	...	714 5 3
Gower North	39 5 0	...	39 1 3	113 9 10	23 8 3	75 10 8	290 15 0
Huntley	62 10 6	...	62 10 6	41 19 3	77 5 5	33 15 7	278 1 3
March	11 11 8	...	11 11 8	...	19 10 7	4 6 1	47 0 0
Marlborough	60 1 8	...	60 1 8	62 10 0	63 5 0	...	245 18 4
Nepcan	37 5 0	...	97 5 0	421 6 2	139 14 4	...	755 10 6
Osgoode	94 18 3	...	89 13 4	547 18 2	121 18 7	21 4 1	875 12 5
Torbolton	15 15 0	...	13 15 0	15 0 0	13 18 9	...	56 8 9
Total	598 15 6	3 0 0	593 6 8	2429 19 10	745 4 4	186 7 2	4556 13 6

OF UPPER CANADA, 1855.

PART II.—Table A.

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
491 9 6	...	...	11 6 5	34 14 0	537 9 11	...
392 10 0	...	...	...	...	392 10 0	...
534 13 0	4 15 0	...	26 18 7	...	566 6 7	4 16 4
30 0 0	...	31 0 0	6 0 0	1 0 0	68 0 0	6 14 7
265 4 10	...	...	...	...	263 4 10	11 17 9
50 6 0	...	...	5 0 0	...	55 6 0	...
1762 3 4	4 15 0	31 0 0	49 5 0	35 14 0	1892 17 4	23 8 8
562 3 0	...	5 10 6	27 10 10	30 11 2	625 15 6	...
181 6 8	...	...	...	...	181 6 8	2 11 6
637 5 8	...	19 17 10	52 7 4	17 8 7	726 19 5	12 11 5
260 2 6	...	...	0 9 0	...	260 11 6	...
1640 17 10	...	25 8 4	80 7 2	47 19 9	1794 13 1	15 2 11
650 5 0	...	180 5 0	35 8 7	15 16 7	881 15 2	34 13 5
442 3 9	1 10 0	16 10 4	115 19 7	...	576 3 8	...
653 4 3	1 2 6	45 0 0	6 8 1	6 17 3	742 7 1	...
370 3 4	...	...	...	...	370 3 4	...
2115 16 4	2 12 6	241 15 4	187 11 3	22 13 10	2370 9 3	34 13 5
43 19 10	...	15 10 0	9 0 0	...	68 9 10	...
113 10 0	...	...	...	...	113 10 0	5 13 7
458 0 0	5 0 0	45 15 0	8 6 0	9 11 3	526 12 3	18 17 6
20 0 0	...	...	3 1 0	...	23 1 0	...
282 12 8	...	...	5 7 6	...	288 0 2	...
211 5 4	...	...	25 10 3	...	236 15 7	...
188 17 5	...	29 19 6	9 5 0	4 11 10	232 13 9	...
96 19 4	...	...	...	2 5 10	99 5 2	...
1415 4 7	5 0 0	91 4 6	60 9 9	16 8 11	1688 7 9	24 11 1
145 7 10	...	15 19 2	2 16 3	...	164 3 3	21 18 11
119 3 4	...	...	20 0 0	...	139 3 4	...
287 4 0	2 10 0	30 0 0	...	1 8 1	271 2 1	...
591 15 2	2 10 0	45 19 2	22 16 3	1 8 1	574 8 8	21 18 11
395 15 6	1 6 0	26 7 9	14 8 1	38 12 9	476 10 1	...
731 0 0	6 0 0	...	16 13 7	23 19 11	780 13 6	35 18 5
598 19 8	...	...	...	...	598 19 8	115 5 7
281 15 0	5 0 0	...	4 0 0	...	290 15 0	...
265 10 0	...	0 12 6	3 16 7	8 2 2	278 1 3	...
47 0 0	...	...	...	...	47 0 0	...
243 0 0	...	...	...	...	243 0 0	2 18 4
622 3 10	...	...	4 17 6	...	627 1 4	128 9 2
681 3 5	...	169 0 0	24 5 7	0 3 5	875 12 5	...
37 17 6	...	...	2 1 6	0 4 0	40 3 0	16 5 9
3917 4 11	12 6 0	187 0 3	70 2 10	71 2 3	4257 16 8	298 17 8

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

R E C E I P T S.							
TOWNSHIPS.	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total Receipts for Common Schools, 1855.
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
<i>Grenville.</i>							
Augusta	115 4 9	...	115 4 9	666 18 9	177 15 7	38 7 3	1113 11 5
Edwardsburgh	119 3 6	1 5 0	119 3 6	180 12 8	63 0 8	20 10 10	503 16 2
Gower, South	22 8 0	...	22 8 0	45 12 5	22 7 11	114 14 3	227 10 7
Oxford	147 0 0	...	147 0 0	583 19 2	86 5 11	0 3 3	964 8 4
Wolford	88 11 0	...	88 11 0	171 16 10	96 15 7	...	446 3 1
Separate School	6 17 8	...	...	...	40 0 0	...	46 17 8
Total	492 7 3	1 5 0	492 7 3	1648 19 10	486 5 8	174 4 7	3202 7 3
<i>Leeds.</i>							
Bastard and Burgess South.	109 18 0	1 11 3	109 18 0	103 7 7	62 9 2	253 12 7	645 16 7
Crosby, North	43 8 0	...	43 8 0	174 3 5	67 17 6	4 9 2	333 6 1
Crosby, South	31 18 9	...	31 18 9	66 19 11	33 8 6	21 14 4	186 0 3
Elizabethtown	115 15 3	...	115 15 3	436 9 7	235 4 9	35 7 10	938 12 8
Elmsley, South	32 0 6	...	32 1 6	81 6 5	37 0 4	11 17 2	194 5 11
Kitley	92 12 9	1 7 8	97 0 8	286 4 10	92 7 6	4 6 6	573 19 11
Leeds and Lansdown front..	94 3 0	...	103 17 0	347 18 10	62 5 5	6 6 11	614 11 2
Leeds and Lansdown rear...	40 8 6	1 5 0	40 8 6	102 0 10	59 11 1	180 18 9	424 12 8
Yonge and Escott front	70 0 0	...	70 0 0	217 10 2	53 16 7	41 3 10	452 10 7
Yonge and Escott rear	58 12 6	...	58 12 6	129 11 5	41 19 1	3 1 2	291 16 8
Separate Schools	3 15 0	...	...	...	...	...	...
Total	692 12 3	4 3 11	703 0 2	1945 13 0	745 19 11	567 18 3	4655 12 6
<i>Lanark.</i>							
Bathurst	62 15 10	...	62 15 8	176 19 0	115 4 5	44 18 5	462 13 4
Beckwith	67 14 10	...	65 11 0	335 17 6	14 5 10	75 4 7	558 13 9
Burgess, North	34 14 10	...	34 15 5	97 16 3	...	...	167 6 6
Dalhousie and Lanark	30 10 6	...	36 11 2	121 4 8	18 19 3	6 3 3	213 8 10
Darling	16 7 0	...	16 7 9	63 11 0	15 4 3	...	111 9 3
Drummond	52 5 0	...	52 5 0	103 1 0	148 3 0	...	355 14 0
Elmsley, North	42 3 5	...	46 0 1	150 10 5	6 17 5	4 4 0	249 15 4
Lanark	58 7 10	...	58 7 10	157 19 4	160 17 4	...	435 12 4
Montague	90 1 8	...	90 1 8	265 14 3	90 11 4	...	536 8 11
Packenham	43 16 4	4 0 0	43 16 4	170 15 4	30 9 7	164 17 8	454 13 3
Ramsay	96 16 0	...	96 16 0	279 18 2	47 0 2	121 5 3	643 15 8
Sherbrooke, North	6 12 7	...	6 12 7	13 2 8	13 15 0	4 14 8	44 17 6
Sherbrooke, South	12 0 8	...	12 0 8	73 0 0	10 0 0	...	107 1 4
Total	614 6 6	4 0 0	622 0 5	2009 7 7	673 7 7	418 7 10	4341 9 11
<i>Renfrew.</i>							
Admaston	27 2 6	...	27 2 6	78 5 3	34 15 11	...	167 6 2
Bagot and Blithfield	23 14 3	...	23 14 3	40 8 7	0 19 11	21 17 1	119 14 0
Bromley and Wilborforce ..	28 7 0	...	28 16 3	308 9 7	...	...	305 12 10
Brougham and Grattan	...	...	20 6 0	...	...	152 14 0	173 0 0
Horton	22 2 9	...	22 2 9	85 0 0	35 18 2	...	185 3 8
McNab	49 19 3	...	56 12 8	131 11 11	47 15 ...	4 7 9	290 6 7
Pembroke and Stafford	20 16 6	...	20 16 5	246 1 8	24 18 6	2 8 0	315 1 1
Ross	10 12 6	...	15 4 6	83 12 9	12 0 3	42 16 4	164 6 4
Westmeath	29 8 0	...	27 10 2	399 9 3	29 13 10	...	486 1 3
Total	212 2 9	...	242 5 6	1381 18 11	186 1 7	224 3 2	2246 11 11
<i>Frontenac.</i>							
Bedford	30 16 0	...	30 0 0	29 9 6	...	2 2 1	92 7 7
Kingston	112 1 0	5 0 0	130 0 0	337 11 2	183 1 7	...	770 13 9
Loughborough	55 12 10	...	50 0 0	178 1 0	24 16 0	33 1 1	341 10 11
Pittsburgh & Howe Island..	97 8 1	...	100 0 0	349 8 6	21 5 6	249 0 1	817 2 1
Portland & Hinchinbrooke..	61 13 10	...	75 0 0	170 19 9	43 9 5	23 4 6	379 7 6
Storrington	52 9 4	...	55 0 0	46 0 0	24 2 5	41 15 4	219 7 1
Wolfe Island	36 13 6	...	75 0 0	57 7 5	230 15 1	...	399 16 0
Separate Schools	10 0 0	...	...	60 0 0	13 0 0	...	83 0 0
Total	456 14 7	5 0 0	515 0 0	1228 17 4	543 10 0	354 3 1	3103 4 11

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
905 11 7	... ..	115 16 0	26 19 7	25 10 4	1073 17 6	39 13 11
446 9 4	3 0 0	...	0 15 4	8 9 3	458 13 11	45 2 3
227 5 7	...	...	0 5 0	...	227 10 7	...
702 7 10	...	196 19 7	27 12 1	1 3 9	928 8 8	38 5 1
388 14 2	1 12 6	...	3 13 8	1 5 0	395 5 4	50 17 9
33 6 8	...	...	...	...	33 6 8	13 11 0
2703 15 2	4 12 6	312 15 7	59 5 8	36 8 4	3116 17 3	185 10 0
522 16 0	3 2 6	107 7 0	12 11 1	...	645 16 7	...
270 5 0	2 5 0	29 6 0	6 19 0	2 10 5	511 5 5	22 0 8
173 7 10	...	...	2 10 0	10 2 5	186 0 3	...
766 19 5	3 5 0	132 6 1	12 13 10	12 13 6	927 17 10	10 14 10
176 6 10	...	...	2 15 0	0 4 3	179 6 1	14 19 10
560 11 9	4 6 0	...	7 3 5	1 13 9	573 19 11	...
482 11 7	1 5 0	30 10 0	10 13 10	10 19 7	536 0 0	78 11 2
255 13 4	2 10 0	132 7 6	30 11 8	3 10 2	424 12 8	...
376 2 11	2 3 0	15 6 8	9 3 0	4 4 5	413 19 0	38 11 7
204 11 10	0 11 3	56 10 0	2 10 0	5 0 1	269 3 2	22 13 6
...	...	...	...	...	...	...
3789 6 6	22 19 9	503 13 3	97 10 10	51 3 7	4468 0 11	187 11 7
410 8 4	...	46 9 8	1 1 6	4 13 10	462 13 4	...
536 0 0	...	...	22 13 9	...	558 13 9	...
155 11 5	...	...	...	...	155 11 5	11 15 1
188 0 0	...	24 15 0	0 9 7	0 4 3	213 8 10	...
107 0 0	...	...	...	...	107 0 0	4 9 3
322 9 6	...	...	2 14 0	...	325 3 6	30 10 6
243 0 0	...	...	3 5 6	3 9 10	249 15 4	...
413 4 4	5 2 7	2 2 4	0 7 6	0 15 9	421 12 6	13 19 10
509 11 8	...	...	8 7 8	...	517 19 4	18 9 7
218 5 11	8 0 0	206 0 0	8 10 0	13 17 4	454 13 3	...
593 8 4	3 15 0	15 0 0	3 7 3	28 5 0	643 15 7	...
42 10 0	...	...	...	2 7 6	44 17 6	...
85 10 0	...	16 5 5	3 0 0	...	104 15 5	2 5 11
3824 19 6	16 17 7	310 12 5	53 16 9	53 13 6	4259 19 9	81 10 2
148 0 0	...	...	17 4 0	0 10 0	165 14 0	1 12 2
114 1 5	...	...	5 12 7	...	119 14 0	...
296 19 3	...	...	20 0 0	...	316 19 3	43 13 7
115 9 0	...	18 0 0	40 0 0	...	173 0 0	...
108 0 0	...	31 5 0	1 6 4	2 10 0	143 1 4	22 2 4
296 6 8	0 1 10	...	11 12 3	12 5 10	290 6 7	...
313 0 0	0 10 0	...	1 11 1	...	315 1 1	...
129 10 0	...	15 2 6	13 11 0	15 2 10	164 6 4	...
191 9 2	...	144 10 0	...	5 1 10	341 1 0	145 0 3
1073 6 6	0 11 10	208 17 6	110 17 3	35 10 6	2029 3 7	217 8 4
87 0 0	...	...	4 12 1	0 15 6	92 7 7	...
652 6 3	10 0 0	...	1 18 2	49 12 3	713 16 8	56 17 1
255 8 7	...	...	7 2 6	6 9 7	260 0 8	72 10 3
624 15 0	...	137 0 0	13 19 8	41 7 4	817 2 1	...
363 19 1	...	0 14 10	12 8 1	2 5 6	379 7 6	...
210 4 9	...	...	4 7 7	4 14 9	219 7 1	...
357 3 4	...	16 8 1	8 1 3	9 5 2	390 17 10	8 18 2
60 0 0	...	16 8 1	...	...	76 8 1	6 11 11
2610 17 0	10 0 0	170 11 0	52 9 4	114 10 1	2958 7 6	144 17 5

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	RECEIPTS.							Total Receipts for Common Schools, 1855
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.					
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.		
<i>Addington.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Amherst Island	17 8 3	...	40 0 0	186 9 4	16 16 0	4 3 5	264 17 0	
Camden East	190 11 6	...	200 0 0	549 2 0	309 1 5	33 11 5	1282 6 4	
Ernestown	108 11 3	...	125 0 0	411 11 7	272 12 10	189 10 3	1107 5 11	
Sheffield	61 15 6	...	60 0 0	161 4 1	25 17 4	12 14 1	321 11 0	
Total	378 6 6	...	425 0 0	1308 7 0	624 7 7	239 19 2	2976 0 3	
<i>Lennox.</i>								
Adolphustown	14 1 9	...	40 0 0	42 15 0	23 1 3	2 11 9	122 9 9	
Fredericksburgh	59 18 3	5 15 7	100 0 0	262 2 7	78 17 11	121 10 1	626 4 4	
Richmond	78 4 6	1 10 2	75 0 0	209 14 7	41 14 6	70 14 6	476 18 3	
Total	152 4 6	7 5 9	215 0 0	514 12 2	141 13 8	194 16 3	1225 12 4	
<i>Prince Edward.</i>								
Ameliasburgh	71 15 0	...	100 0 0	556 14 6	170 15 9	307 7 4	1206 12 7	
Athol	45 18 9	...	60 0 0	137 10 3	69 0 10	0 3 0	312 12 10	
Hallowell	68 15 9	...	120 0 0	371 15 8	148 5 2	39 11 10	748 8 5	
Separate School	87 13 6	...	...	8 0 0	20 10 0	...	28 0 0	
Hillier	100 3 9	...	100 0 0	611 8 9	176 9 3	138 19 5	1114 10 11	
Marysburgh	63 8 9	...	105 0 0	330 0 4	87 13 6	9 17 1	632 14 8	
Sophiasburgh	...	...	100 0 0	487 8 11	163 5 8	65 2 8	879 6 0	
Total	437 15 6	...	385 0 0	2502 18 5	835 10 2	561 1 4	4922 5 5	
<i>Hastings.</i>								
Madoc, Elzevir and Tudor...	68 6 9	...	68 6 9	405 11 8	127 15 0	52 11 6	722 12 8	
Hungerford	96 5 0	1 5 0	96 5 0	349 8 5	60 17 7	0 15 8	604 11 8	
Huntingdon	51 5 6	...	51 5 6	262 12 9	33 2 5	7 1 5	405 7 7	
Marmora	19 8 6	...	19 8 6	140 1 2	33 14 11	...	242 13 1	
Rawdon	91 19 3	2 12 2	91 19 3	391 7 8	109 0 7	32 2 11	719 1 10	
Sidney	102 4 0	...	102 4 0	534 7 4	189 12 9	...	928 8 1	
Thurlow	120 15 9	4 5 0	126 15 9	685 1 9	90 6 3	...	1027 4 6	
Tyendinaga	145 6 9	...	145 6 9	643 16 3	162 19 5	194 3 2	1291 12 4	
Total	701 11 6	8 2 2	701 11 6	3412 2 0	807 9 11	286 14 8	5917 11 9	
<i>Northumberland.</i>								
Alnwick	14 12 3	...	14 12 3	47 6 11	16 13 11	7 3 5	100 8 9	
Brighton	105 7 0	3 13 0	105 7 0	435 16 2	58 5 3	29 6 8	737 17 1	
Cramahé	94 4 9	1 8 9	94 4 9	459 5 2	52 14 9	6 10 6	708 8 8	
Haldimand	100 7 3	1 10 0	100 7 3	683 15 6	236 14 3	20 11 10	1093 6 1	
Hamilton	120 19 3	2 16 3	120 19 3	588 4 7	276 14 8	7 1 7	1116 15 7	
Monaghan South	31 15 3	4 5 0	31 15 3	84 2 6	134 3 7	20 19 3	307 1 10	
Murray	76 2 6	...	76 2 6	310 19 5	51 0 7	109 17 3	624 2 3	
Percy	76 9 6	...	76 9 6	321 12 0	47 6 7	59 14 1	587 11 8	
Seymour	59 2 3	...	59 2 3	143 6 5	33 2 4	3 7 8	293 0 11	
Total	679 0 0	13 16 0	679 0 0	3024 8 8	906 15 11	264 12 3	5567 12 10	
<i>Durham.</i>								
Cartwright	42 17 6	1 5 0	44 2 0	232 3 1	59 7 7	29 14 10	400 10 0	
Cavan	99 8 0	4 11 10	99 8 0	480 11 3	280 7 5	...	964 6 6	
Clarke	169 4 0	5 18 0	169 4 0	1409 17 4	237 6 8	66 6 6	2057 16 6	
Darlington	155 4 6	10 9 4	155 4 6	903 0 8	252 12 2	5 5 6	1486 16 8	
Hope	114 19 6	3 0 1	114 19 6	604 17 10	153 6 1	2 17 3	999 0 3	
Manvers	80 1 6	1 11 3	80 1 3	374 7 6	42 1 5	4 4 10	582 7 6	
Total	661 14 9	26 15 6	662 19 3	4009 17 8	1030 1 4	108 8 11	6409 17 5	

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
217 2 7	...	...	15 0 5	...	232 3 0	32 14 0
1018 18 2	...	241 9 10	6 1 4	15 17 0	1282 6 4	...
781 12 10	3 1 4	271 5 0	9 17 8	41 9 1	1107 5 11	...
220 3 10	...	95 0 0	5 2 2	1 5 0	321 11 0	...
2237 17 5	3 1 4	607 14 10	36 1 7	58 11 1	2943 6 3	32 14 0
105 2 6	...	...	8 11 0	8 16 3	122 9 9	...
593 9 4	11 11 3	...	6 11 10	14 11 11	626 4 4	...
427 18 11	3 2 8	16 0 0	16 9 0	13 7 6	476 18 3	...
1126 10 9	14 13 11	16 0 0	31 12 0	36 15 8	1225 12 4	...
531 8 4	1 2 6	642 15 8	...	31 6 1	1306 12 7	...
267 9 10	2 6 3	5 10 6	4 10 8	8 11 10	238 9 0	24 3 10
661 3 7	0 8 0	6 5 0	43 18 3	36 13 7	748 8 5	...
22 10 0	...	...	...	...	22 10 0	5 10 0
596 5 1	...	487 18 1	9 4 11	19 12 11	1113 1 0	1 9 11
560 12 6	4 1 2	...	9 14 9	8 10 0	577 18 5	54 16 3
460 18 1	1 7 4	326 14 7	...	15 11 5	794 11 5	84 14 7
3090 7 5	9 5 3	1469 3 10	67 8 6	115 5 10	4751 10 10	170 14 7
283 18 5	...	426 10 10	9 16 2	2 7 3	722 12 8	...
468 2 0	4 0 0	40 9 5	3 1 7	15 8 0	531 1 0	73 10 8
236 13 9	0 17 9	152 11 0	7 0 8	8 1 0	405 4 2	0 3 5
157 18 11	0 12 8	32 6 0	2 3 1	2 12 6	195 13 2	16 19 11
674 10 0	6 13 2	...	17 10 11	20 7 9	719 1 10	...
621 10 5	6 7 6	180 0 0	2 13 3	8 6 9	813 17 11	109 10 2
794 4 1	9 7 0	85 15 6	23 10 1	36 17 4	949 14 0	77 10 6
921 10 6	3 10 0	299 7 6	34 1 5	33 2 11	1291 12 4	...
4154 8 1	31 8 1	1217 0 3	99 17 2	127 3 6	5633 17 1	283 14 8
79 0 0	1 0 0	...	0 11 6	2 18 2	83 9 8	16 19 1
603 11 8	10 12 2	73 12 1	21 0 10	23 1 9	736 18 6	0 18 7
563 13 7	4 4 0	10 19 0	11 10 4	26 2 5	616 9 4	91 19 4
804 10 9	8 8 9	60 9 2	9 1 5	51 7 8	1020 17 9	72 8 4
984 6 0	7 5 0	...	13 6 11	29 2 0	1033 19 11	82 15 8
291 10 0	8 12 0	...	6 4 5	0 15 5	307 1 10	...
613 1 8	2 0 0	...	0 7 1	8 13 6	624 2 3	...
506 3 0	...	26 5 0	26 7 5	22 16 3	581 11 8	...
252 1 11	2 6 0	8 5 0	0 6 10	13 4 1	276 3 10	21 17 1
4784 18 7	44 7 11	179 10 3	88 16 9	183 1 3	5280 14 9	286 18 1
406 0 0	2 10 0	...	1 0 0	...	409 10 0	...
871 17 6	11 11 2	...	10 18 10	39 8 0	933 15 6	30 11 0
1319 10 8	16 1 0	637 19 7	9 16 0	83 7 5	2057 14 8	0 1 10
1346 1 8	20 18 8	...	23 4 1	...	1400 4 5	86 12 3
893 8 0	15 4 0	14 0 0	44 5 7	...	966 17 7	32 2 8
577 0 0	3 7 6	...	...	2 0 0	582 7 6	...
5404 17 10	69 12 4	651 19 7	99 4 6	124 15 5	6350 9 8	149 7 9

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

RECEIPTS.							
TOWNSHIPS.	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total Receipts for Common Schools, 1855
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.	
<i>Peterborough.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Asphodel	48 11 0	...	60 0 0	317 10 11	15 10 0	700 13 10	1142 5 9
Belmont and Methuen	8 10 0	...	20 0 0	58 4 2	0 19 0	...	87 13 2
Douro	60 11 0	...	70 0 0	262 0 0	29 16 3	...	422 7 3
Dummer and Burleigh	51 3 9	...	55 0 0	195 4 6	...	18 8 5	319 16 8
Ennismore	23 12 6	...	25 0 0	71 2 6	...	...	119 15 0
Monaghan North	19 12 6	3 14 4	25 0 0	80 17 2	72 10 5	10 12 4	212 6 9
Otonabee	111 14 9	...	125 0 0	350 12 8	140 3 0	11 5 1	738 15 6
Smith and Harvey	32 5 9	...	70 0 0	249 18 11	101 17 3	89 0 5	543 2 4
Total	356 1 3	3 14 4	450 0 0	1585 10 10	360 15 11	830 0 1	3586 2 5
<i>Victoria.</i>							
Eldon	34 2 6	...	45 0 0	122 3 0	54 8 6	...	255 14 0
Emily	92 6 3	...	100 0 0	394 7 1	30 16 0	21 4 0	638 13 4
Fencelon	13 7 9	...	25 0 0	124 19 8	71 1 0	...	234 8 5
Mariposa	109 0 6	1 18 1	112 10 0	290 7 6	73 7 9	310 3 0	897 6 10
Ops	70 1 9	9 1 0	25 0 0	403 4 11	10 5 10	...	517 13 6
Verulam	15 1 0	...	20 0 0	130 0 0	...	...	165 1 0
Total	333 19 9	10 19 1	327 10 0	1465 2 2	239 19 1	331 7 0	2708 17 1
<i>Ontario.</i>							
Brock	106 16 9	...	62 2 3	293 12 1	19 6 9	215 7 9	692 5 7
Mara and Rama	31 17 0	2 10 0	23 14 0	268 12 11	9 16 3	0 5 2	336 15 4
Pickering	177 17 9	13 12 10	253 9 1	1439 14 9	343 18 2	29 10 5	2258 3 0
Reach	109 14 6	...	83 18 0	647 17 0	152 3 10	...	993 13 4
Scott	28 14 0	...	22 9 2	221 17 9	10 10 8	1 5 0	234 16 7
Saugog Island	7 19 3	...	...	96 7 8	10 8 7	...	114 15 5
Thorah	31 6 6	...	23 2 0	87 12 0	57 15 2	20 11 2	220 6 10
Uxbridge	45 4 9	...	59 8 9	263 4 1	67 19 6	5 15 7	441 12 8
Whitby	203 19 4	8 8 1	234 12 6	1196 4 11	250 7 4	258 19 3	2152 11 5
Total	743 9 9	24 10 11	762 15 9	4515 3 2	922 6 3	526 14 4	7495 0 2
<i>York.</i>							
Etobicoke..... } Separate School..... }	71 11 9 12 10 0	1 18 9 ...	71 11 9 ...	383 2 4 ...	116 9 0 12 14 1	... ...	644 13 7 25 4 1
Georgina	29 6 3	5 4 0	29 6 4	164 3 9	25 3 9	18 19 9	272 3 10
Gwillimbury North	31 1 3	...	31 1 4	49 10 5	55 12 7	29 6 5	196 12 0
Gwillimbury East	83 14 9	...	83 14 9	441 11 5	225 8 4	1 4 6	835 13 9
King	160 9 6	2 12 6	160 9 7	813 10 5	316 16 8	200 3 0	1651 7 8
Markham	151 4 0	4 15 0	151 9 0	1020 3 4	309 10 3	153 4 0	1790 5 7
Scarborough	109 4 9	4 12 6	109 4 0	474 14 10	229 1 5	8 5 9	935 2 6
Vaughan	185 17 0	7 0 7	185 17 0	824 0 1	461 2 4	8 11 1	1672 8 1
Whitechurch	132 16 6	8 18 10	132 16 6	849 5 6	167 15 2	135 10 11	1427 3 5
York	217 0 0	11 16 1	217 0 0	1144 14 1	234 12 1	0 19 1	1826 1 4
Total	1184 15 0	46 18 3	1172 10 3	6162 2 2	2154 5 8	556 4 6	11276 15 10
<i>Peel.</i>							
Albion	114 17 9	6 16 0	114 17 10	477 14 6	169 17 0	3 3 2	887 6 3
Caledon	102 12 9	...	102 12 9	490 11 11	82 13 10	7 8 7	785 19 10
Chinguacousy	197 15 0	7 0 7	197 15 0	1003 5 1	337 17 7	134 6 6	1877 19 9
Gore of Toronto	33 17 3	...	37 12 3	77 8 9	75 12 5	55 9 3	279 19 11
Toronto	174 14 9	...	174 14 10	1003 1 4	402 11 4	...	1755 2 3
Total	623 17 6	13 16 7	627 12 8	3052 1 7	1068 12 2	200 7 6	5586 8 0

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
509 5 0	...	580 0 0	53 0 9	...	1142 5 9	...
62 19 2	...	...	0 2 0	3 12 10	66 14 0	20 19 2
310 7 4	6 3 3	30 0 0	...	2 0 0	348 10 7	73 16 8
295 0 0	2 18 9	...	17 13 0	4 4 11	319 16 8	...
84 15 0	...	15 0 0	20 0 0	...	119 15 0	...
200 2 3	8 10 9	...	0 6 9	3 7 0	212 6 9	...
606 3 5	4 7 6	...	26 0 0	5 17 3	732 8 2	6 7 3
476 10 0	4 8 9	50 0 0	3 9 7	8 14 0	543 2 4	...
2635 2 2	26 9 0	675 0 0	120 12 1	27 16 0	3484 19 3	101 3 1
243 17 6	...	...	...	...	243 17 6	11 16 6
556 11 2	1 17 6	...	6 0 0	2 18 8	567 7 4	71 6 0
110 0 0	...	...	...	...	110 0 0	124 8 5
845 1 3	4 6 2	21 11 9	23 4 8	8 3 0	897 6 10	...
466 11 0	18 2 0	...	14 19 1	17 7 1	516 19 2	0 14 4
130 0 0	...	...	...	...	130 0 0	35 1 0
2332 0 11	24 5 8	21 11 9	44 3 9	23 8 9	2425 16 10	243 6 3
675 15 0	...	3 10 0	9 8 6	3 12 1	692 5 7	...
262 10 0	5 0 0	...	30 10 4	10 14 7	308 14 11	23 0 5
1529 10 6	28 3 3	206 5 0	57 12 6	48 3 0	1869 14 3	388 8 9
800 12 11	5 7 6	118 10 3	8 10 3	10 16 2	943 17 1	49 16 3
225 13 6	...	7 ...	...	...	232 13 6	52 3 1
91 0 0	1 5 0	...	...	...	92 5 0	22 10 5
202 10 0	...	...	13 0 10	...	215 10 10	4 16 0
333 0 0	...	...	1 13 9	2 18 9	387 12 6	54 0 2
1367 17 9	19 17 1	609 15 10	93 12 3	61 8 6	2152 11 5	...
5538 9 8	59 12 10	945 1 1	214 8 5	137 13 1	6895 5 1	599 15 1
570 16 2	3 17 6	...	7 14 0	42 10 0	624 17 8	19 15 11
19 7 10	...	...	...	...	19 7 10	5 16 3
197 10 0	10 8 0	23 15 3	7 16 4	24 19 11	269 9 6	2 14 4
178 5 0	...	4 15 0	3 5 0	10 7 0	196 12 0	...
714 0 10	0 17 6	...	31 11 4	9 2 5	765 12 1	80 1 8
1341 6 6	5 2 6	212 9 6	50 19 0	39 19 7	1649 17 1	1 10 7
1332 13 9	11 1 8	302 19 0	15 0 8	76 12 2	1788 7 3	1 18 4
847 9 2	9 8 9	...	21 13 10	15 15 4	894 7 1	40 15 5
1420 10 0	17 2 2	...	46 16 2	37 16 3	1522 4 7	150 3 6
323 9 10	19 7 5	426 17 4	55 2 1	2 6 9	1427 3 5	...
1541 10 5	25 0 6	35 9 6	41 12 9	106 13 0	1740 6 2	85 15 2
9136 19 6	102 6 0	1001 5 7	281 11 2	366 2 5	10888 4 8	388 11 2
802 10 0	13 17 0	16 11 3	6 15 3	29 16 10	869 10 4	17 15 11
732 13 2	...	...	1 0 6	34 5 0	767 18 8	18 1 2
1573 19 4	15 11 3	170 17 6	52 1 1	65 9 9	1877 18 11	0 0 10
230 0 0	...	...	33 8 11	16 11 0	279 19 11	...
1538 5 10	9 5 3	45 7 1	43 7 5	36 7 1	1672 12 8	82 9 7
4877 8 4	38 13 6	232 15 10	136 13 2	182 9 8	5468 0 6	118 7 6

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	R E C E I P T S.							Total Receipts for Common Schools, 1855.
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.					
	For Teachers' Salaries.	For Maps and Apparatus (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
<i>Simcoe.</i>								
Adjala	62 14 10	...	72 0 0	143 18 10	53 9 1	12 7 3	330 10 0	
Essa	42 19 5	1 16 8	50 0 0	195 14 0	54 13 11	19 17 9	365 1 8	
Flos	15 4 7	...	18 13 6	55 0 0	...	1 9 3	90 7 4	
Gwillimbury West	113 2 10	1 13 7	130 0 0	523 16 6	207 12 8	0 6 11	981 6 6	
Innisfil	51 9 1	...	59 0 0	265 5 7	10 9 11	3 12 7	389 17 2	
Medonté	18 16 5	...	22 0 0	73 7 1	14 3 2	0 2 11	128 9 6	
Mono	75 5 2	...	75 3 4	116 12 10	19 17 5	141 18 4	428 19 0	
Mulmur	28 10 7	...	28 10 8	44 15 7	5 8 0	...	107 4 10	
Nottawasaga	34 9 6	14 7 2	53 5 5	656 5 5	4 0 0	26 0 11	788 11 5	
Orillia and Matchedash	24 7 1	2 16 6	25 0 0	102 1 8	170 3 3	143 2 9	469 11 3	
Oro	78 15 1	...	78 15 4	164 17 4	13 3 3	1 15 7	337 6 7	
Sunnidale	7 19 4	...	10 0 0	85 0 0	...	...	124 19 4	
Tay and King	23 9 1	...	29 0 0	89 5 10	6 0 0	2 2 2	149 17 1	
Tecumseth	110 3 5	...	147 0 0	1350 4 0	105 6 10	23 8 4	1736 2 6	
Tosorontio	18 11 1	...	10 18 4	51 3 4	3 0 0	...	83 12 9	
Vespra	19 10 4	3 17 6	22 0 0	181 2 6	3 2 6	0 7 11	208 0 9	
Total	716 17 11	24 11 3	831 8 7	4103 10 6	670 10 0	372 10 3	6719 17 8	
<i>Halton.</i>								
Esquesing	156 9 0	17 10 9	125 3 7	721 1 2	501 9 5	216 10 0	1578 3 11	
Nassagaweya	39 18 0	...	53 11 10	269 18 10	75 16 8	5 0 8	444 6 0	
Nelson	105 17 6	1 10 1	105 17 6	672 9 7	256 7 7	9 3 3	1181 5 6	
Trafalgar	146 11 3	20 19 11	250 0 0	791 18 2	571 7 2	41 8 6	1622 5 0	
Total	448 15 9	40 0 9	534 12 11	2455 7 9	1033 0 10	272 2 5	4826 0 5	
<i>Wentworth.</i>								
Ancaster	116 4 0	5 1 3	116 4 0	506 2 1	266 0 8	4 11 3	1014 5 3	
Barton	29 2 9	...	29 2 9	119 11 8	30 16 3	168 19 10	377 13 3	
Beverly	146 14 6	3 15 0	146 14 6	414 6 1	188 19 4	383 6 6	1233 15 11	
Binbrooke	42 8 9	...	42 8 9	355 9 11	53 15 2	8 14 2	507 16 9	
Flamborough East	66 6 6	4 5 0	66 6 6	835 13 4	165 3 3	0 18 4	1087 12 11	
Flamborough West	89 15 6	...	89 15 6	211 1 3	110 11 11	43 4 7	544 8 9	
Glanford	46 5 9	3 11 10	46 5 9	225 15 11	97 9 1	...	419 8 4	
Saltfleet	61 17 3	8 1 3	61 17 3	583 14 1	80 3 2	9 12 7	805 5 7	
Total	598 15 0	24 14 4	598 15 0	3251 14 4	937 18 10	619 7 3	6031 4 9	
<i>Brant.</i>								
Brantford	143 3 0	8 7 3	151 10 0	1000 6 8	268 1 9	4 7 1	1575 15 9	
Burford	110 6 9	...	119 6 9	827 8 6	269 18 3	0 15 9	1320 16 0	
Dumfries South	104 6 0	...	104 6 0	500 4 7	253 13 3	95 0 10	1067 10 8	
Oakland	17 19 0	...	21 15 0	109 3 4	59 11 2	3 2 6	211 11 0	
Onondaga	55 6 0	...	55 6 0	272 1 4	62 17 6	...	445 10 10	
Total	431 0 9	8 7 3	443 3 9	2709 4 5	914 1 11	105 6 2	4611 4 3	
<i>Lincoln.</i>								
Caistor	33 13 9	...	63 0 0	183 3 11	94 9 4	...	376 7 0	
Clinton	74 12 0	...	75 0 10	397 13 9	125 3 3	42 1 8	714 12 6	
Gainsborough	68 18 0	2 15 0	95 0 0	463 19 3	48 13 6	140 5 3	819 11 0	
Grantham	98 1 0	...	250 0 0	491 8 3	195 7 11	...	1034 17 11	
Grimsby	66 6 6	...	80 0 0	317 13 3	128 0 1	...	591 19 10	
Louth	38 13 6	...	75 0 0	438 3 3	117 2 7	...	668 19 4	
Niagara	57 16 0	...	75 0 0	264 10 10	96 2 5	78 2 3	571 11 6	
Total	438 2 3	2 15 0	715 0 10	2556 12 6	804 19 1	260 9 2	4777 19 1	

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools. 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
326 10 0	...	...	...	4 0 0	330 10 0	...
340 1 9	5 8 2	...	2 12 8	16 19 1	365 1 8	...
65 0 0	...	...	1 0 0	0 15 8	66 15 8	23 11 8
890 2 10	7 11 9	...	2 13 9	61 0 1	761 8 5	19 18 1
341 17 1	1 0 0	...	1 0 4	25 13 3	369 11 8	20 5 6
104 3 6	...	14 17 6	2 12 8	5 2 6	126 16 2	1 13 4
418 7 8	...	...	4 10 0	6 1 4	428 19 0	...
80 12 6	...	...	2 13 0	...	83 10 6	23 14 4
442 16 10	33 7 0	301 18 0	9 13 8	0 7 6	788 3 0	0 8 5
82 10 0	5 13 0	359 19 6	1 9 10	19 19 5	469 11 3	...
312 5 8	1 18 10	...	11 15 5	10 16 11	336 16 10	0 9 9
80 5 0	...	...	...	1 8 6	81 13 6	43 5 10
107 1 8	...	...	...	8 17 1	115 18 9	33 18 4
675 3 7	2 7 6	777 8 9	6 7 0	115 10 2	1576 17 0	159 5 6
62 11 2	...	20 11 1	0 2 6	0 8 0	85 12 9	...
150 5 0	10 16 11	...	1 0 5	12 11 3	174 13 7	33 7 2
4479 14 3	68 3 2	1474 14 4	47 17 3	289 10 9	6559 19 9	359 17 11
1151 8 1	37 17 0	214 16 3	122 17 8	51 4 11	1578 3 11	...
899 18 6	...	...	2 7 2	12 7 5	414 13 1	29 12 11
890 1 8	3 0 2	247 12 6	60 12 6	48 16 0	1160 2 10	21 2 8
1185 18 5	53 15 6	200 0 0	53 2 11	121 2 11	1615 19 9	6 5 3
3337 6 8	94 12 8	662 8 9	241 0 3	233 11 3	4768 19 7	57 0 10
730 8 10	11 14 6	224 14 6	4 18 10	34 6 7	1006 3 3	8 0 0
250 13 1	...	121 10 2	5 10 0	...	377 13 3	...
1115 4 1	10 0 0	129 0 0	5 10 10	24 1 0	1283 15 11	...
326 13 4	4 0 0	70 0 0	3 7 1	19 9 4	429 9 3	84 7 6
210 14 11	8 15 0	736 3 10	2 8 5	120 10 9	1078 12 11	...
514 8 4	1 5 0	...	0 15 0	28 0 5	544 8 9	...
849 16 1	7 9 2	12 17 7	7 11 8	5 5 3	382 19 9	36 8 7
519 8 9	16 2 6	182 9 8	...	51 8 5	768 4 4	57 1 3
4016 7 5	59 6 2	1476 15 9	30 1 10	282 16 9	5365 7 11	165 16 10
1075 6 4	26 3 6	97 0 0	14 8 9	84 7 8	1295 6 3	230 9 6
1102 3 6	1 18 9	150 17 5	9 12 11	43 19 6	1313 12 1	7 3 11
978 6 11	2 10 0	15 15 0	22 14 9	38 4 0	1057 10 8	...
168 4 1	4 6 10	3 5 0	7 17 2	7 16 11	191 10 3	20 0 9
406 0 0	...	...	...	...	406 0 0	59 10 10
3728 1 1	34 19 1	266 17 5	54 13 7	179 8 1	4263 19 3	347 5 0
263 11 8	0 12 6	52 0 0	0 12 6	4 18 9	323 15 5	49 11 7
544 2 5	3 10 0	148 17 9	13 2 4	5 0 0	714 12 6	...
591 18 3	5 10 0	236 1 10	...	46 0 11	819 11 0	...
688 19 2	...	166 10 0	47 12 5	39 15 2	942 16 9	92 1 3
526 5 5	1 17 6	...	7 3 5	28 16 9	564 3 1	27 16 9
362 3 6	0 15 9	218 15 0	5 2 0	35 2 3	621 17 9	47 1 7
522 6 6	3 0 0	...	1 19 4	44 5 8	571 11 6	...
3444 6 11	15 5 0	822 4 7	75 12 0	203 19 6	4561 8 0	216 11 1

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

R E C E I P T S.								
TOWNSHIPS.	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total Receipts for Common Schools, 1855.	
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
<i>Welland.</i>								
Bertie	78 2 9		105 0 0	296 3 6	171 4 10	78 10 2	729 1 3	
Crowland	50 13 3		52 0 0	174 7 3	103 11 8	56 7 8	436 19 10	
Humberstone	43 1 0		80 0 0	277 17 5	87 12 8	5 10 0	404 1 1	
Pelham	62 4 3		75 14 5	203 14 2	131 0 11	133 14 11	606 8 8	
Stamford	87 3 0	3 9 2	95 17 8	702 4 0	105 6 8	7 5 9	1001 6 3	
Thorold	70 15 9	2 16 0	100 0 0	702 14 0	174 2 8	....	1050 8 5	
Wainfleet	36 8 0		45 0 0	204 6 10	80 12 5	0 5 6	501 12 9	
Willoughby	28 15 9		75 0 0	125 5 1	84 17 3	8 17 9	292 15 10	
Total	457 3 9	6 5 2	763 12 1	2686 12 3	888 9 1	290 11 9	5092 14 1	
<i>Haldimand.</i>								
Canborough	31 6 6	2 10 0	40 0 0	279 1 11	....	28 19 7	381 18 0	
Cayuga North	58 9 0		100 0 0	271 11 8	117 3 9	175 0 0	722 4 5	
Cayuga South	18 14 6		24 0 0	186 5 4	32 17 7	2 5 6	284 2 11	
Dunn	19 0 3		25 0 0	217 8 8	28 1 2	....	289 10 1	
Oneida	29 12 8		65 0 0	276 9 11	41 10 2	13 9 2	425 1 11	
Separate School	4 0 0		....	43 4 7	13 3 9	28 19 1	89 7 5	
Rainham	47 1 6		70 0 0	505 6 5	51 17 4	5 13 7	679 18 10	
Seneca	69 18 3	2 2 6	100 0 0	566 11 5	172 13 0	0 6 4	911 11 6	
Moulton and Sherbrooke	64 13 3		100 0 0	396 0 10	174 6 6	92 7 10	827 8 5	
Walpole	89 19 0		125 0 0	524 6 2	112 4 6	2 16 7	854 6 3	
Total	432 4 11	4 12 6	649 0 0	3266 6 11	743 17 9	340 7 8	5445 9 9	
<i>Norfolk.</i>								
Charlottetown	70 12 3		70 1 0	254 4 8	151 10 10	115 1 0	661 9 9	
Houghton	47 17 3	1 0 7	48 0 0	183 5 5	52 8 3	102 1 1	434 12 7	
Middleton	42 15 9		43 0 0	191 4 7	100 13 1	107 17 5	435 10 10	
Townsend	148 6 3		140 0 0	989 0 11	176 10 5	2 12 7	1465 10 2	
Walsingham	83 18 3		84 0 0	809 2 3	18 7 3	....	995 7 0	
Windham	68 8 6		69 0 0	482 12 8	128 14 0	0 0 8	748 16 10	
Woodhouse	67 7 6	1 15 7	68 0 0	449 14 5	33 19 4	6 11 0	627 7 10	
Total	529 5 9	2 16 2	531 1 0	3359 5 11	662 3 2	334 3 9	5418 15 9	
<i>Oxford.</i>								
Blandford	34 16 5		36 11 2	98 18 10	63 3 1	0 12 0	294 1 7	
Blenheim	102 9 3	3 0 0	105 13 1	684 2 4	245 9 2	9 17 5	1150 12 3	
Dereham	99 4 3		97 10 1	663 16 7	58 3 3	200 13 6	1119 7 8	
Nissouri East	62 9 6		64 13 10	411 11 7	37 17 7	0 4 1	576 16 7	
Norwich	133 13 9	5 10 0	138 2 6	804 18 1	269 6 11	27 12 7	1379 3 10	
Oxford North	29 9 9		30 10 11	217 18 9	27 18 9	3 6 10	309 0 0	
Oxford East	59 15 3		61 16 10	617 9 8	138 4 7	2 3 4	879 9 8	
Oxford West	48 2 6		49 14 11	301 18 9	76 5 7	3 2 4	479 4 1	
Zorra East	70 8 9		72 17 6	492 2 4	179 9 2	8 13 1	823 10 10	
Zorra West	89 8 6	1 15 3	92 8 11	426 19 2	149 16 2	46 5 11	806 13 11	
Total	729 18 0	10 5 3	749 19 9	4719 17 1	1245 9 3	302 11 1	7758 0 5	
<i>Waterloo.</i>								
Dumfries North	80 4 8	8 7 6	120 0 0	674 14 2	324 9 7	8 6 7	1216 2 1	
Waterloo	184 7 0	2 10 0	200 0 0	1603 5 3	195 2 4	118 10 1	2303 14 8	
Wellesley	34 13 9		150 0 0	1112 5 7	112 12 2	....	1509 11 6	
Separate School	18 3 3		....	....	....	....	18 3 3	
Wilmot	90 5 0		100 0 0	565 8 4	38 5 4	2 4 9	796 3 5	
Separate School	3 2 6		....	15 6 10	15 0 0	7 5 1	40 14 5	
Woolwich	89 6 9	2 0 0	125 0 0	672 3 0	78 13 10	17 5 3	984 8 10	
Total	600 2 6	12 17 6	695 0 0	4643 3 2	704 3 3	153 11 9	6868 18 2	

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
667 19 10	5 4 5	...	18 6 1	37 10 11	729 1 3	...
404 6 4	...	...	9 6 1	23 7 5	436 16 10	...
369 17 6	...	...	9 3 10	33 18 10	413 0 2	81 0 11
564 0 2	0 11 10	...	18 5 7	22 1 1	606 8 8	...
715 2 11	11 0 5	53 17 6	51 6 5	44 7 4	880 15 0	114 11 3
644 4 2	10 5 10	210 5 10	15 11 8	28 1 11	898 3 7	152 4 10
334 3 1	...	...	12 6 7	20 19 7	367 9 3	134 3 6
212 8 11	1 10 0	...	1 12 2	11 7 8	226 18 9	45 17 1
3912 2 11	29 7 1	265 13 4	135 18 5	221 14 9	4564 16 6	527 17 7
233 13 6	5 3 9	76 10 0	0 5 6	41 7 6	377 0 3	4 17 9
516 5 2	6 4 2	164 15 2	8 4 11	26 15 0	722 4 5	...
136 3 2	...	109 0 7	3 1 2	9 11 8	257 16 7	0 6 4
210 0 0	1 0 0	...	34 12 7	9 2 5	254 15 0	34 15 1
337 15 3	...	...	3 4 4	7 12 0	371 0 4	54 1 7
76 10 0	2 8 9	...	...	12 17 5	89 7 5	...
399 15 0	3 14 4	259 9 5	1 8 5	...	664 7 2	15 11 8
808 11 3	6 18 5	58 0 0	8 6 0	26 9 3	908 4 11	3 6 7
423 3 8	...	364 18 3	29 1 4	10 5 2	827 8 5	...
705 19 1	1 5 0	40 5 0	18 0 1	40 11 6	806 0 8	48 15 7
3887 16 1	26 14 5	1072 18 5	106 4 4	184 11 11	5278 5 2	167 4 7
559 6 3	...	...	90 19 7	11 3 11	661 9 9	...
405 10 3	2 9 8	23 5 10	...	3 6 10	434 12 7	...
411 14 8	...	26 0 0	48 16 2	...	485 10 10	...
1076 10 2	...	243 4 0	67 0 0	44 11 0	1431 5 2	34 5 0
825 7 9	...	49 10 0	37 17 11	0 10 0	913 5 8	82 2 1
609 10 0	2 3 9	24 0 0	6 15 1	16 18 1	659 6 11	0 9 11
575 12 8	4 16 0	29 15 0	3 8 5	13 11 10	627 3 11	73 3 11
4463 11 9	9 9 5	394 14 10	254 17 2	90 1 8	5228 14 10	190 0 11
268 10 0	0 6 3	...	7 3 8	4 0 0	219 19 11	14 1 8
995 5 11	6 10 0	81 14 2	59 12 1	67 1 2	1150 3 4	0 8 11
862 1 7	5 5 4	150 0 0	26 6 9	75 14 0	1119 7 8	...
414 17 6	1 7 6	...	23 10 9	12 18 4	452 14 1	124 2 6
1169 18 5	15 11 3	27 6 3	13 15 8	32 7 4	1258 18 11	120 4 11
275 8 6	...	...	6 7 6	1 2 0	282 18 0	26 2 0
488 18 9	...	324 8 6	14 8 9	26 2 7	853 18 7	25 11 1
447 0 0	0 12 0	...	9 11 2	20 2 2	477 5 4	1 18 9
622 15 10	2 11 5	75 0 0	27 1 9	25 1 5	752 10 5	71 0 5
709 14 10	6 16 10	39 10 0	45 5 4	5 6 11	806 13 11	...
6134 11 4	39 0 7	697 18 11	233 3 5	269 15 11	7374 10 2	383 10 3
726 0 1	18 1 3	334 1 4	6 18 0	95 8 1	1180 8 9	35 13 4
1377 13 7	19 16 0	761 13 6	40 9 1	103 12 7	2303 4 9	0 9 11
1098 18 1	6 1 6	28 8 4	27 4 0	41 8 8	1202 0 7	307 10 11
18 3 3	...	...	...	...	18 3 8	...
678 6 2	3 5 0	14 6 7	13 7 9	0 4 7	709 10 1	86 13 4
87 10 0	...	...	...	1 15 0	39 5 0	1 9 5
626 2 7	9 16 3	222 10 0	21 14 7	23 14 2	903 17 7	80 11 3
4562 13 9	57 0 0	1360 19 9	109 13 5	266 1 1	6356 10 0	512 8 2

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	R E C E I P T S.						
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.	Receipts for Common Schools, 1855.
<i>Wellington.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Amaranth	7 12 9	...	30 0 0	40 0 0	15 11 9	4 3 10	97 8 4
Arthur, Luther, & Minto.. }	21 13 0	...	40 0 0	77 15 0	...	2 17 6	142 5 6
Separate School..... }	16 5 0	...	...	12 10 0	...	134 13 3	154 17 9
Eramosa	64 16 9	10 18 3	70 0 0	273 10 0	143 1 0	12 10 0	574 16 0
Erin	101 18 9	...	100 0 0	446 0 8	54 14 1	...	683 14 1
Garafraxa	34 0 9	...	80 0 0	230 10 0	51 19 0	...	386 1 5
Guelph	63 5 3	4 17 9	80 0 0	320 8 9	36 17 6	25 11 6	531 0 9
Maryborough	...	...	40 0 0	42 9 3	2 0 0	68 4 6	152 13 9
Nichol	41 13 9	...	100 0 0	204 9 3	74 8 4	...	420 16 4
Separate School..... }	8 15 0	...	...	24 10 5	17 0 7	58 16 0	85 12 0
Peel	70 10 6	...	60 0 0	132 0 0	45 11 1	...	368 1 7
Pilkington	58 3 9	...	100 0 0	221 10 10	70 3 4	51 3 4	501 1 3
Puslinch	102 0 3	8 15 7	125 0 0	346 4 0	89 7 9	129 11 8	794 19 2
Total	591 0 6	24 11 7	825 0 0	2431 18 2	600 14 5	440 11 1	4873 7 11
<i>Grey.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Artemesia	36 6 3	...	40 0 0	225 18 5	3 14 0	3 7 10	309 6 6
Bentinck	50 2 9	...	55 0 0	216 17 4	0 2 0	33 9 8	355 11 9
Collingwood	14 0 0	...	16 0 0	50 0 0	...	0 1 0	80 1 0
Egremont	26 5 0	1 5 0	30 0 0	181 18 6	8 0 0	...	247 8 6
Euphrasia	16 17 9	...	16 17 9	109 8 5	16 8 8	8 16 11	168 9 6
Gleng	21 5 3	...	25 0 0	61 0 0	...	...	107 5 3
Holland	23 2 0	...	25 0 0	18 18 2	9 13 11	...	239 14 1
Melancthon and Proton.....	14 19 3	...	19 1 9	67 8 11	8 16 6	...	110 6 5
Normanby	6 2 6	...	10 0 0	80 15 9	...	29 3 11	126 2 2
Osprey	12 13 9	...	15 0 0	62 7 0	7 7 6	...	97 7 9
St. Vincent	42 1 9	1 18 5	62 10 0	4 5 14 5	4 8 9	1 7 5	598 0 9
Sullivan	10 17 0	...	15 0 0	85 16 6	11 12 9	2 1 0	125 7 3
Derby and Sydenham	70 3 6	3 4 2	70 0 0	356 7 5	33 9 6	183 9 5	716 14 0
Total	344 16 9	6 7 7	399 9 6	2105 10 10	103 13 1	261 17 2	3221 14 11
<i>Perth.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Blanchard	53 17 9	...	53 17 9	672 10 3	43 15 10	...	824 1 7
Downie	65 19 6	1 5 0	65 19 6	275 12 0	49 2 5	...	457 18 5
Easthope South.....	46 6 6	...	46 6 6	216 9 10	42 17 6	50 18 3	402 18 7
Easthope North.....	54 5 0	...	54 5 0	356 7 9	...	105 10 4	570 8 1
Ellice	34 7 9	...	34 7 9	193 8 10	11 8 9	10 9 3	284 2 4
Fullarton	49 17 6	...	49 17 6	276 17 9	85 4 3	...	461 17 6
Hibbert	12 5 0	...	12 5 0	99 5 0	0 15 0	126 10 0	251 0 0
Logan	23 0 3	...	23 0 3	147 0 1	...	129 4 11	322 5 6
Mornington.....	8 11 6	...	8 11 6	223 3 7	...	69 2 7	309 9 2
Total	348 10 9	1 5 0	348 10 9	2460 15 1	233 4 3	492 15 4	3884 1 2
<i>Huron.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ashfield	19 3 3	...	19 3 3	222 19 4	4 10 0	23 16 8	289 12 6
Bidulph	47 3 3	...	47 3 3	251 7 2	22 18 6	7 16 9	386 8 11
Colborne	...	...	34 18 3	300 2 11	17 8 0	37 12 2	390 1 4
Goderich	73 3 0	...	73 3 0	383 0 6	33 17 8	10 2 11	578 7 1
Hay	20 1 6	1 5 0	20 1 6	99 19 8	3 5 0	16 18 8	161 11 4
Hullett	21 19 3	...	21 19 3	237 19 4	10 0 0	24 3 9	316 1 7
McGillivray.....	36 13 8	...	36 13 8	271 0 0	19 3 2	28 13 3	392 5 11
McKillop	66 13 6	...	67 10 10	125 17 3	12 5 1	23 3 11	295 10 7
Stanley	37 17 9	1 5 0	37 17 9	286 5 0	69 7 5	17 12 4	450 5 3
Stephen	24 10 0	...	24 10 0	210 12 1	...	4 15 6	284 7 7
Tuckersmith.....	45 6 6	...	45 6 6	221 1 11	78 16 5	6 17 0	397 8 4
Usborne	27 2 6	...	27 2 6	343 14 0	...	2 10 0	406 9 0
Wawanosh	46 5 9	1 5 0	46 5 9	161 6 4	...	47 19 2	303 2 0
Total	465 19 6	3 15 0	501 18 1	3121 5 6	276 11 3	262 2 1	4931 11 5

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationary, Fuel, and other expenses.	Total Expenditure for Common Schools. 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
62 8 4	...	35 0 0	...	...	97 8 4	...
183 5 0	...	...	...	9 0 6	142 5 6	...
100 0 0	...	46 5 0	...	8 12 9	154 17 9	...
485 6 4	27 2 0	42 8 9	15 8 9	54 10 2	574 16 0	...
620 16 1	2 17 6	1 0 0	13 7 8	19 15 3	657 16 6	25 17 7
309 1 8	...	...	5 2 3	0 14 10	314 18 9	71 2 8
493 3 10	9 15 6	...	12 7 9	15 13 8	531 0 9	...
107 15 0	...	42 9 3	...	2 9 6	152 13 9	...
354 15 0	1 10 0	...	0 12 10	37 10 9	394 18 7	26 7 9
49 2 8	...	...	...	16 9 4	65 12 0	...
327 1 3	...	...	5 17 8	8 7 9	341 6 8	26 14 11
369 18 6	0 15 0	23 0 5	29 2 5	78 4 11	501 1 3	...
724 3 7	21 8 0	...	10 8 9	38 18 10	794 19 2	...
4086 17 3	63 8 0	190 3 5	92 8 1	290 8 3	4723 5 0	150 2 11
169 6 8	...	133 13 6	0 13 0	...	303 13 2	5 8 4
318 18 0	5 0 0	...	14 10 8	15 3 9	353 12 5	1 19 4
42 5 0	...	...	...	10 0 0	52 5 0	27 16 0
229 16 2	2 10 0	...	1 15 6	12 18 8	247 0 4	0 8 2
140 1 8	0 18 1	...	...	1 2 5	142 2 2	26 7 4
90 0 0	...	...	1 15 0	...	97 15 0	9 10 3
199 4 7	0 12 5	...	3 8 11	2 7 11	205 13 10	34 0 3
83 9 3	...	2 3 4	...	...	85 12 7	24 13 10
111 19 6	...	...	1 15 6	12 7 2	126 2 2	...
90 0 0	...	...	...	...	90 0 0	7 7 9
473 17 4	5 10 2	...	17 13 0	31 11 9	518 12 3	19 8 6
113 6 8	...	...	2 10 1	4 13 2	120 9 11	4 17 4
564 7 6	11 7 9	34 7 6	11 10 0	47 6 11	668 19 8	47 14 4
2632 12 4	25 18 5	170 9 4	55 11 8	127 11 9	3012 3 6	209 11 5
629 17 8	1 11 10	115 2 2	16 4 4	22 2 11	784 18 11	39 2 8
436 17 6	2 19 4	...	8 9 3	9 7 9	457 13 10	0 4 7
314 10 0	...	57 13 0	11 12 8	19 2 11	402 18 7	...
327 13 0	...	109 15 0	115 4 2	26 13 11	570 8 1	...
258 5 0	0 19 9	0 5 0	2 18 11	21 13 8	234 2 4	...
365 12 6	...	0 6 3	1 6 10	6 13 1	373 18 8	87 18 10
110 0 0	...	141 0 0	...	...	251 0 0	...
150 0 0	0 5 0	153 18 6	18 2 0	...	322 5 6	...
198 15 0	1 7 6	113 4 11	...	6 1 7	309 9 2	...
2781 12 8	7 3 5	682 4 10	173 18 2	111 16 0	3766 15 1	127 6 1
233 10 0	...	...	37 15 5	18 7 1	289 12 6	...
355 0 0	2 12 1	...	8 13 2	2 11 7	368 16 10	17 12 1
236 0 0	2 0 3	133 11 0	2 11 9	1 15 8	375 18 8	14 2 8
493 1 11	0 15 4	...	35 18 4	10 4 0	540 0 5	38 6 8
137 10 0	4 10 6	...	8 11 4	3 11 1	154 2 11	7 8 5
269 2 6	1 5 0	11 2 11	15 19 0	2 10 3	299 19 8	16 1 11
320 10 1	0 4 4	17 10 0	10 18 4	11 8 3	860 11 0	31 14 11
269 10 0	...	...	17 0 0	9 0 7	295 10 7	...
395 10 0	2 10 0	25 2 6	4 13 0	10 12 0	448 7 6	11 17 9
178 0 0	3 10 0	82 17 7	...	...	264 7 7	...
358 3 10	3 12 0	...	2 1 1	7 5 9	371 2 8	26 5 8
281 3 4	...	85 12 5	7 19 0	21 8 10	396 3 7	10 5 5
227 1 8	2 10 0	22 11 10	27 10 7	4 0 0	283 14 1	19 7 11
3754 3 4	23 9 6	378 8 3	179 11 0	102 15 11	4438 8 0	193 3 5

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

R E C E I P T S.							
TOWNSHIPS.	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total Receipts for Common Schools, 1855
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
<i>Bruce.</i>							
Arran.....	...	...	...	...	...	...	...
Brant.....	14 17 3	...	46 10 0	142 8 6	10 19 9	...	214 15 6
Bruce.....	3 12 4	...	...	...	...	...	3 12 4
Carrick and Culross.....	3 12 10	...	...	...	...	...	3 12 10
Elderslie.....	...	...	...	...	...	...	...
Greenock.....	7 4 8	...	...	123 8 3	1 7 6	3 15 1	135 15 6
Huron.....	...	...	...	55 0 0	5 0 0	6 3 8	66 3 8
Kincardine.....	10 17 0	1 12 6	16 10 8	257 12 10	24 1 3	128 8 0	439 2 3
Kinloss.....	3 12 4	...	1 13 10	50 0 0	...	...	55 6 2
Saugeen.....	10 17 0	2 10 0	...	248 12 4	11 0 0	28 10 0	301 9 4
Total.....	54 13 5	4 2 6	64 14 6	877 1 11	52 8 6	166 16 9	1219 17 7
<i>Middlesex.</i>							
Adelaide.....	63 5 3	2 10 0	63 5 3	299 16 4	42 13 3	2 13 0	274 3 1
Caradoc.....	79 10 9	...	79 10 9	397 19 6	38 6 1	8 2 8	603 9 9
Delaware.....	28 17 6	...	28 17 6	243 2 4	16 0 0	54 7 0	371 4 4
Dorchester North.....	51 19 6	...	53 0 0	368 0 9	118 3 11	68 8 0	659 12 2
Ekfrid.....	54 19 0	...	54 19 3	147 8 8	92 11 4	51 19 7	401 17 10
Lobo.....	74 9 3	...	74 9 3	397 0 0	109 18 4	1 14 8	657 11 6
London.....	133 12 3	...	200 0 0	1276 8 8	256 3 10	119 15 1	1985 19 10
Metcalfe.....	28 0 6	...	28 0 0	264 10 5	24 6 3	49 17 1	394 13 9
Mosa.....	61 3 3	...	62 0 0	263 6 4	149 6 5	14 15 1	550 11 1
Nissouri West.....	58 12 6	...	58 12 6	651 12 7	61 14 2	6 9 3	837 1 0
Westminster.....	124 14 3	...	124 14 3	1007 18 5	220 10 9	9 3 7	1487 1 3
Separate School.....	7 10 0	...	...	...	...	...	7 10 0
Williams.....	48 12 4	...	62 9 2	340 16 9	41 13 3	6 10 8	506 10 7
Separate School.....	7 8 5	...	...	12 10 0	12 5 0	...	32 5 9
Total.....	821 14 3	2 10 0	889 17 11	5670 10 9	1183 12 7	393 15 8	8962 1 2
<i>Elgin.</i>							
Aldborough.....	26 15 5	...	53 0 0	200 15 6	51 17 6	13 3 10	345 12 3
Bayham.....	90 4 3	5 5 0	77 5 0	675 14 1	128 15 9	371 11 7	1346 15 8
Dorchester South.....	35 15 0	...	36 5 0	144 3 10	57 1 5	2 2 9	275 8 0
Dunwich.....	59 12 6	...	59 10 0	332 2 11	82 5 5	3 0 9	536 11 5
Malahide.....	109 12 10	3 15 0	95 5 0	931 11 8	328 7 3	194 16 3	1663 7 10
Southwold.....	128 16 0	5 12 0	115 0 0	795 0 5	219 0 3	74 0 9	1337 10 0
Yarmouth.....	133 12 3	4 15 0	159 0 0	1742 4 0	236 12 2	313 8 9	2589 12 1
Total.....	584 8 3	19 8 2	595 6 0	4821 12 5	1101 19 9	972 3 8	8094 17 3
<i>Kent.</i>							
Camden and Zone.....	45 8 6	...	45 8 6	513 16 8	36 15 11	51 10 11	693 0 6
Chatham.....	45 8 0	4 0 0	45 8 0	508 13 7	...	1 14 1	605 3 8
Dover.....	39 19 9	...	39 19 9	322 10 9	0 10 0	12 2 6	415 2 9
Harwich.....	60 12 9	...	60 12 9	764 3 11	99 8 3	9 12 2	994 9 10
Howard.....	86 5 6	2 5 0	86 5 6	514 16 1	123 14 8	11 14 1	825 0 10
Oxford.....	40 13 9	...	40 13 9	128 12 0	94 3 11	28 2 10	332 6 3
Ra'eigh.....	78 15 0	...	78 15 0	740 13 8	206 17 5	...	1114 1 1
Romney.....	12 8 6	...	12 8 6	140 4 10	16 6 9	5 1 2	195 9 9
Tilbury East.....	9 17 9	...	23 17 0	161 13 0	14 14 1	36 18 10	247 0 8
Total.....	419 9 6	6 5 0	433 8 9	3813 4 6	592 11 0	156 16 7	5421 15 4

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
127 10 0	1 5 0	46 7 0	9 18 3	12 8 6	197 8 9	17 6 9
...	...	...	...	...	...	3 12 4
...	...	...	...	...	...	3 12 10
37 10 0	...	90 9 6	...	7 17 0	135 15 6	...
43 2 0	...	...	1 8 9	46 3 4	...	20 0 4
160 10 10	3 5 0	233 13 8	7 10 0	2 18 2	427 17 8	11 4 7
55 0 0	...	...	...	55 0 0	...	0 6 2
137 10 0	5 0 0	125 0 0	...	34 0 10	301 9 4	...
581 2 10	9 10 0	495 10 2	18 17 0	58 17 1	1163 14 7	56 3 0
404 16 0	5 8 9	...	12 18 0	30 0 9	453 3 6	20 19 7
524 4 8	0 12 0	39 18 8	23 7 8	15 6 9	603 9 9	...
308 9 2	...	42 1 9	0 17 9	19 15 8	371 4 4	...
595 13 6	10 5 0	...	37 17 4	15 16 4	659 12 2	...
323 16 7	...	71 10 0	2 11 9	3 19 6	401 17 10	...
490 2 9	...	93 17 3	28 17 5	15 8 3	628 5 8	29 5 10
1609 15 9	2 12 6	267 15 8	41 5 8	64 10 3	1985 19 10	...
234 19 6	7 4 8	141 8 6	3 7 3	7 13 10	394 13 9	...
465 8 4	1 5 0	59 11 4	6 2 11	16 16 5	549 4 0	1 7 1
527 9 1	...	239 12 3	7 2 6	15 11 4	787 15 2	49 5 10
1232 0 9	3 10 0	73 0 0	17 11 4	99 13 6	1425 15 9	61 5 10
7 10 0	...	...	...	7 10 0	...	...
459 3 9	...	15 1 1	7 15 4	...	492 0 2	17 2 0
32 5 0	...	...	...	...	32 5 0	3 13 5
7211 19 10	30 17 11	1041 16 6	189 14 9	304 12 7	8779 1 7	182 19 7
367 9 11	...	...	32 2 0	...	339 11 11	6 0 4
794 13 2	19 10 3	519 11 7	50 18 4	32 2 4	1346 15 8	...
227 0 2	...	...	1 5 9	3 19 6	232 5 5	43 2 7
498 11 6	...	...	...	...	498 11 6	37 19 11
1113 15 2	9 5 0	444 9 0	22 6 11	68 11 9	1663 7 10	...
1103 5 6	27 15 0	23 5 0	19 0 4	38 6 7	1211 12 5	125 17 7
1317 3 1	14 13 8	1186 6 9	37 8 7	34 0 0	2589 12 1	...
5206 18 6	71 3 11	2173 12 4	163 1 11	177 0 2	7881 16 10	213 0 5
422 11 1	...	236 10 0	2 10 9	27 11 3	689 3 1	3 17 5
341 11 4	10 0 0	198 2 6	22 8 1	27 15 8	599 17 7	5 6 1
323 7 8	3 1 4	35 3 4	1 10 4	17 12 1	353 14 9	29 8 0
692 15 0	6 15 0	192 19 2	0 12 0	21 14 4	914 15 6	79 14 4
658 14 2	5 7 6	37 14 5	4 8 11	28 12 2	734 17 2	90 3 8
307 10 4	...	...	2 3 0	...	309 13 4	22 12 11
846 4 7	...	117 12 6	24 1 7	32 1 2	1019 19 10	94 0 3
135 12 3	...	23 16 10	4 2 6	2 10 0	171 2 7	24 7 2
193 11 9	...	38 1 9	8 19 2	1 4 7	241 17 3	5 3 5
3926 18 2	25 3 10	885 1 6	70 16 4	159 1 3	5067 1 1	354 14 3

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

		R E C E I P T S .						
TOWNSHIPS.	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total Receipts for Common Schools, 1855.	
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
<i>Lambton.</i>								
Bosanquet	34 4 3	...	34 4 3	216 12 0	35 3 0	68 15 5	380 18 11	
Brooke	6 11 3	...	9 11 3	74 11 2	3 2 6	...	93 16 2	
Dawn	12 5 0	...	12 5 0	225 15 0	...	5 6 9	255 11 6	
Enniskillen	3 3 0	...	3 3 0	21 6 8	...	57 9 10	85 2 9	
Euphemia	39 9 3	...	39 9 3	488 16 7	8 15 6	...	576 10 7	
Moore	44 7 3	...	44 7 3	261 17 1	...	497 0 1	847 11 8	
Plympton	50 11 6	4 0 0	50 11 6	360 15 4	58 4 4	204 3 2	728 5 10	
Sarnia	34 2 6	...	34 11 1	436 17 1	8 15 6	42 6 0	556 12 2	
Sombra	38 3 0	3 0 0	38 3 0	296 5 0	0 0 4	105 15 9	481 7 1	
Warwick	52 10 3	...	61 10 3	633 10 9	60 7 1	...	807 18 4	
Total.....	315 7 3	7 0 0	327 15 10	3016 6 8	174 8 3	980 17 0	4821 15 0	
<i>Essex.</i>								
Anderdon	11 12 9	...	25 2 3	82 4 6	37 0 0	5 13 7	161 13 1	
Colchester	46 0 6	...	57 0 0	165 2 9	65 2 7	122 7 7	455 13 5	
Gasfield	49 7 0	...	65 3 4	276 4 10	40 19 3	...	431 14 5	
Maidstone	29 18 6	...	29 18 6	114 19 11	60 7 10	...	295 4 9	
Malden	31 14 3	...	31 14 3	27 10 1	25 15 9	...	116 14 4	
Separate School.....	...	...	2 10 0	40 0 0	29 10 0	31 14 3	103 14 3	
Mersea	34 11 3	...	54 15 3	198 2 7	8 5 0	6 8 9	282 2 10	
Rochester	28 7 9	...	30 0 0	110 7 1	...	3 0 4	170 15 0	
Sandwich	110 9 4	...	142 6 1	594 3 1	22 2 9	2 10 5	871 11 8	
Tilbury West.....	16 10 9	1 5 0	12 12 0	50 0 0	30 13 0	21 18 1	132 18 10	
Total.....	357 11 11	1 5 0	431 1 8	1658 14 10	319 16 2	293 13 0	2962 2 7	
<i>The Cities.</i>								
Toronto.....	542 10 0	51 1 8	4150 18 0	...	...	1402 17 2	6147 6 10	
Separate Schools	250 0 0	...	...	...	320 10 4	453 10 10	1024 1 2	
Hamilton.....	383 10 6	7 6 10	1511 19 11	...	432 5 6	3240 3 1	5575 5 10	
Kingston.....	261 10 0	...	1600 0 0	...	...	...	1861 10 0	
Separate Schools	108 4 7	...	...	275 0 0	5 0 0	10 0 0	398 4 7	
London	200 10 0	31 10 11	1700 0 0	...	5 15 0	...	1937 15 11	
Ottawa	210 0 0	...	760 8 10	...	214 5 9	100 10 5	1285 5 0	
Total.....	1956 5 1	89 19 5	9723 6 9	275 0 0	977 16 7	5207 1 6	18229 9 4	

OF UPPER CANADA, 1855.

PART II.—Table A.—(Continued.)

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
283 7 9	0 10 0	27 17 8	3 8 11	25 9 1	340 13 5	48 5 6
57 0 0	...	...	2 17 1	2 13 0	62 10 7	31 5 7
159 0 0	0 10 0	72 0 0	0 5 0	20 0 0	251 15 0	3 16 9
85 0 0	...	...	0 2 6	...	85 2 6	...
262 15 10	5 0 0	202 16 5	3 5 7	37 4 6	505 2 4	71 8 3
847 11 8	...	...	...	...	847 11 8	...
439 9 0	10 14 5	49 0 0	12 14 7	35 9 8	547 7 8	180 18 2
286 15 6	7 7 0	...	29 0 7	45 6 10	368 9 11	188 2 3
368 8 1	6 3 9	32 0 0	33 0 3	41 15 0	481 7 1	...
483 18 7	3 7 6	189 19 11	16 3 8	17 17 11	711 7 7	96 10 9
3273 6 5	33 12 8	573 14 0	100 18 8	219 16 0	4201 7 9	620 7 3
161 13 1	...	...	...	...	161 13 1	...
597 8 11	...	48 0 0	...	10 4 6	455 13 5	...
384 19 0	...	...	40 0 9	...	424 19 9	6 14 8
190 1 4	...	...	23 17 8	...	213 19 0	21 5 9
100 12 0	...	...	...	...	100 12 0	16 2 4
62 10 0	...	...	1 15 0	4 10 0	68 15 0	34 19 3
222 13 9	...	47 7 6	0 1 3	12 0 4	282 2 10	...
161 8 4	...	...	6 6 8	3 0 0	170 15 0	...
752 7 7	0 15 0	...	1 10 0	24 11 9	779 4 4	92 7 4
121 17 0	2 10 0	...	6 9 9	2 2 1	132 18 10	...
2555 0 0	3 5 0	95 7 6	80 1 1	56 8 8	2790 13 3	171 9 4
2347 13 5	103 8 5	...	117 17 7	3576 7 5	6147 6 10	...
480 0 0	18 0 0	300 0 0	97 14 0	128 7 2	1024 1 2	...
2485 11 8	243 13 4	1756 9 8	158 12 4	760 16 10	5575 5 10	...
911 0 0	...	...	188 10 4	248 17 6	1348 7 9	513 2 3
116 10 0	...	...	124 1 11	19 15 9	260 7 8	187 16 11
1136 2 2	62 0 0	...	...	356 1 7	1544 3 9	383 12 2
1278 15 0	...	3 0 0	3 10 0	...	1285 5 0	...
8755 12 3	609 3 9	2059 9 8	690 6 1	5080 6 2	17194 18 0	1034 11 4

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

R E C E I P T S .								
TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total	Receipts for Common Schools, 1855.
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.		
<i>The Towns.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Belleville.....	72 2 9	...	1194 3 9	...	4 19 6	...	1271 6 0	
Separate School.....	37 10 0	...	...	...	...	108 0 0	145 10 0	
Brantford.....	85 0 0	8 7 0	470 0 0	...	233 9 3	252 9 0	1049 5 3	
Separate School.....	20 0 0	...	...	20 0 0	28 0 0	27 8 2	95 8 2	
Brockville.....	71 5 0	...	1883 13 10	...	30 0 0	653 12 10	2638 11 8	
Separate School.....	25 0 0	...	...	13 12 6	27 17 0	21 0 6	92 10 0	
Chatham.....	35 2 6	...	370 0 0	...	...	123 6 3	528 8 9	
Separate School.....	25 0 0	...	...	30 0 0	30 0 0	43 15 0	133 15 0	
Cobourg.....	90 1 9	...	286 13 7	...	172 10 8	...	529 6 0	
Cornwall.....	41 13 0	21 11 10	118 11 4	...	51 2 5	69 9 1	301 17 8	
Dundas.....	85 12 0	...	49 8 7	...	105 4 4	148 1 6	388 6 5	
Goderich.....	40 10 3	...	275 0 0	...	...	...	315 10 3	
Niagara.....	58 4 6	...	163 12 3	...	101 12 9	...	323 9 6	
Separate School.....	25 0 0	...	16 10 0	...	51 1 3	...	92 11 3	
Perth.....	38 15 0	...	374 13 3	...	...	40 1 0	453 9 3	
Separate School.....	15 0 0	...	...	...	...	89 8 11	104 8 11	
Peterborough.....	37 10 0	6 2 3	250 0 0	...	163 0 9	12 0 0	468 13 0	
Separate School.....	20 0 0	...	...	...	...	...	20 0 0	
Pictou.....	34 19 6	1 5 0	180 0 0	...	67 4 2	29 1 3	312 10 4	
Separate School.....	3 5 0	...	18 0 0	...	...	52 6 6	73 11 6	
Port Hope.....	71 7 3	14 10 6	300 0 0	...	136 12 1	14 0 0	536 9 10	
Prescott.....	32 10 0	3 15 0	250 0 0	...	140 3 4	8 0 0	434 8 4	
Separate School.....	20 0 0	...	...	...	58 15 4	45 17 1	124 12 5	
St. Catharines.....	110 15 3	2 10 0	650 0 0	...	188 5 6	5 0 0	956 10 9	
Whitby.....	In County.	...	665 0 0	...	139 10 10	43 7 10	847 18 8	
Total.....	1096 3 9	57 11 7	7495 6 7	68 12 6	1729 9 2	1791 5 4	12238 8 11	
<i>The Town Municipalities.</i>								
Amherstburgh.....	34 0 0	1 5 3	150 0 0	...	17 17 6	...	203 2 9	
Separate School.....	18 10 0	...	...	...	58 10 7	...	75 0 7	
Barrie.....	35 0 0	...	175 0 0	...	...	...	210 0 0	
Guelph.....	48 0 3	...	316 8 6	...	177 16 10	20 10 0	562 15 7	
Separate School.....	12 10 0	...	42 9 0	...	47 11 3	66 5 0	168 15 3	
Simcoe.....	41 2 6	13 3 3	275 0 0	...	...	...	329 5 8	
Woodstock.....	57 16 9	3 0 0	669 1 5	...	100 12 4	...	830 10 6	
Total.....	246 19 6	17 8 5	1627 13 11	...	400 8 6	86 15 0	2379 10 4	
<i>The Villages.</i>								
Berlin.....	31 1 9	...	236 0 0	...	...	...	267 1 9	
Bowmanville.....	47 7 3	...	159 17 1	...	94 9 10	...	301 14 4	
Brampton.....	23 16 0	...	160 0 0	...	9 0 9	331 6 4	524 3 1	
Caledonia.....	23 16 0	...	125 0 0	...	65 7 11	...	219 3 11	
Chippewa.....	29 18 6	9 15 0	165 0 0	...	...	25 14 6	230 8 0	
Galt.....	55 5 9	...	500 0 0	...	22 2 5	...	577 8 3	
Ingersoll.....	36 13 6	...	175 0 0	...	29 11 3	50 15 11	292 0 8	
Napanee.....	23 1 9	...	40 0 0	...	19 19 6	...	88 1 8	
Oshawa.....	27 2 6	1 15 7	150 0 0	...	100 0 0	23 19 9	302 17 10	
Paris.....	53 12 9	...	295 0 0	...	9 3 9	16 7 9	374 4 1	
Preston.....	30 0 0	...	130 0 0	...	20 5 0	194 13 1	375 3 1	
St. Mary's.....	23 1 6	...	...	...	...	154 4 9	177 6 3	
St. Thomas.....	...	...	275 0 0	...	92 17 6	1860 13 7	2223 11 1	
Smith's Falls.....	23 12 6	...	23 12 6	...	58 0 4	...	105 5 4	
Stratford.....	21 17 6	...	515 0 0	...	36 9 3	1169 1 1	1742 7 10	
Thorold.....	24 15 0	...	150 0 0	...	53 8 4	...	228 3 4	
Separate School.....	8 10 0	...	...	14 0 0	20 0 0	133 5 0	175 15 0	
Trenton.....	20 6 3	...	29 6 3	...	154 10 10	...	213 3 4	
Vienna.....	27 1 0	3 10 0	125 0 0	...	...	41 18 9	197 9 9	
Windsor.....	...	...	98 7 1	...	...	903 8 11	1001 16 0	
Yorkville.....	34 15 0	5 4 9	166 7 0	...	...	10 10 10	216 17 7	
Total.....	584 14 6	20 5 4	3518 9 11	14 0 0	785 6 9	4916 5 3	9839 1 9	

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
580 7 1	...	...	26 12 5	178 1 4	785 0 10	486 5 2
120 0 0	...	...	8 0 0	5 0 0	133 0 0	12 10 0
767 1 8	16 14 0	159 1 8	...	106 7 11	1049 5 3	...
68 8 4	...	...	16 19 10	...	85 8 2	10 0 0
156 8 1	...	2443 12 4	10 0 0	28 11 3	2638 11 8	...
80 0 0	...	...	...	...	80 0 3	12 10 0
450 0 0	7 0 0	...	10 19 4	32 10 5	500 9 9	27 19 0
73 0 0	...	...	4 0 0	...	77 0 0	56 15 0
429 15 0	...	...	41 13 0	...	524 4 3	5 1 9
219 3 4	42 13 0	...	0 16 3	39 3 1	301 17 8	...
330 5 0	...	...	17 1 6	40 19 11	388 6 5	...
177 0 0	...	19 1 4	23 16 4	22 18 10	242 16 6	92 13 9
226 5 0	...	...	35 0 0	53 4 3	314 9 3	9 0 3
80 1 3	...	...	...	8 10 0	83 11 3	9 0 0
328 6 8	4 2 3	...	17 13 5	103 6 11	453 9 3	...
85 0 0	...	...	5 7 4	14 1 7	104 8 11	...
353 15 0	15 13 9	...	35 15 6	33 15 1	442 4 4	26 8 8
...	...	...	...	...	...	20 0 0
287 8 4	3 0 0	...	8 16 9	13 5 3	312 10 4	...
60 10 0	...	...	7 1 6	3 0 0	70 11 6	3 0 0
323 12 7	28 15 9	...	2 11 3	12 14 8	367 14 3	168 15 7
30 1 4	7 0 0	83 4 11	...	34 5 2	154 11 5	279 16 11
100 0 0	...	...	15 0 0	9 12 5	124 12 5	...
717 10 0	5 0 0	...	62 5 7	97 5 9	882 1 4	74 9 5
266 0 0	...	252 11 3	6 7 5	54 2 0	579 0 9	268 17 11
6312 18 8	130 5 9	2957 11 6	355 17 6	938 12 1	10595 5 6	1543 3 5
160 16 9	3 0 0	10 9 5	24 1 8	2 10 8	200 18 6	2 4 3
32 0 0	1 5 0	...	11 2 10	...	44 7 10	30 12 9
130 0 0	...	30 17 0	10 0 0	22 10 10	193 7 10	16 12 2
347 6 7	...	116 0 6	28 1 3	23 17 8	515 6 0	47 9 7
147 10 0	...	...	...	2 10 3	150 0 3	18 15 0
195 0 0	26 3 3	...	13 8 10	16 17 4	251 9 5	77 16 3
520 0 0	6 6 0	110 1 10	24 10 0	111 12 8	772 10 6	58 0 0
1532 13 4	36 14 3	267 8 9	111 4 7	179 19 5	2128 0 4	251 10 0
188 9 10	...	...	30 18 5	15 4 1	234 12 4	32 9 5
267 10 0	...	...	9 4 2	18 3 3	294 17 5	6 16 11
96 1 8	...	374 8 9	27 12 1	25 0 7	524 3 1	...
175 0 0	...	...	...	26 19 1	201 19 1	17 4 10
152 3 4	19 15 0	...	26 6 6	32 3 2	230 8 0	...
443 0 0	...	...	36 2 1	54 3 3	533 5 4	44 2 11
208 10 0	...	...	...	83 10 8	292 0 8	...
50 12 6	...	...	12 10 0	10 11 8	93 14 2	14 7 1
250 0 0	3 10 0	19 0 4	11 7 6	19 0 0	302 17 10	...
305 2 6	13 2 7	...	19 0 1	36 18 11	374 4 1	...
261 5 0	...	96 3 4	...	17 14 9	375 3 1	...
149 2 7	...	...	10 0 0	18 3 8	177 6 3	...
276 9 7	...	1675 7 10	27 10 7	49 8 1	2028 11 1	200 0 0
60 0 0	...	...	...	19 10 1	79 10 1	25 15 3
113 10 3	...	1478 0 0	42 13 9	108 3 10	1742 7 10	...
184 0 8	...	...	9 0 0	11 3 7	204 4 3	23 19 1
47 10 0	...	112 0 0	...	...	159 10 0	16 5 0
180 0 0	...	...	6 5 0	24 18 4	211 3 4	2 0 0
180 0 0	7 0 0	...	...	10 9 9	197 9 9	...
91 13 4	...	903 10 10	...	6 11 10	1001 16 0	...
180 0 0	11 4 8	...	14 0 0	11 12 11	216 17 7	...
3860 1 3	54 12 3	4658 11 1	282 10 2	600 6 6	9456 1 3	383 0 6

PART II.—Table A.—(Summary.)

THE COMMON SCHOOLS

COUNTIES.	RECEIPTS.							Total Receipts for Common Schools, 1855
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.					
	For Teachers' Salaries.	For Maps and Apparatus. (See Table N.)	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on children.	Balances and other sources.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
Glangarry	481 3 10	...	476 0 0	407 6 10	416 5 0	125 10 4	1906 6 0	
Stormont	343 1 9	...	343 13 9	655 17 7	387 17 11	79 5 0	1809 16 0	
Dundas	385 14 0	...	385 16 3	1342 6 7	216 13 2	274 7 8	2605 2 3	
Prescott	283 5 0	2 10 0	400 17 11	672 9 5	96 2 2	157 14 4	1612 18 10	
Russell	71 15 0	...	127 1 9	349 14 7	21 8 4	26 7 11	596 7 7	
Carleton	598 15 6	3 0 0	593 6 8	2429 19 10	745 4 4	186 7 2	4556 13 6	
Grenville	492 7 3	1 5 0	492 7 3	1648 19 10	486 5 8	181 2 3	3293 7 3	
Leeds	692 12 3	4 3 11	703 0 2	1945 13 0	745 19 11	564 3 3	4665 12 6	
Lanark	614 6 6	4 0 0	622 0 5	2009 7 7	673 7 7	418 7 10	4341 9 11	
Renfrew	212 2 9	...	242 5 6	1381 18 11	186 1 7	224 3 2	2246 11 11	
Frontenac	456 14 7	5 0 0	515 0 0	1228 17 4	543 10 0	354 3 1	3103 4 11	
Addington	378 6 6	...	425 0 0	1308 7 0	024 7 7	239 19 2	2976 0 3	
Lennox	162 4 6	7 5 9	215 0 0	514 12 2	141 13 8	194 16 3	1225 12 4	
Prince Edward	437 15 6	...	585 0 0	2502 18 5	836 10 2	566 1 4	4922 5 5	
Hastings	701 11 6	8 2 2	701 11 6	3412 2 0	807 9 11	286 14 8	5917 11 9	
Northumberland	679 0 0	13 16 0	679 0 0	3024 8 8	906 15 11	264 12 3	5567 12 10	
Durham	661 14 9	26 15 6	662 19 3	4009 17 8	1030 1 4	108 8 11	6499 17 5	
Peterborough	356 1 3	3 14 4	450 0 0	1585 10 10	360 15 11	830 0 1	3586 2 5	
Victoria	333 19 9	10 19 1	327 10 0	1465 2 2	239 19 1	331 7 0	2788 17 1	
Ontario	743 9 9	24 10 11	762 15 9	4515 3 2	922 6 2	526 14 7	7495 0 2	
York	1184 15 0	46 18 3	1172 10 3	6162 2 2	2154 5 8	556 4 6	11276 15 10	
Peel	623 17 6	13 16 7	627 12 8	3052 1 7	1068 12 2	200 7 6	5586 8 0	
Simcoe	716 17 11	24 11 5	831 8 7	4103 10 6	670 10 0	372 19 3	6719 17 8	
Halton	448 15 9	40 0 9	534 12 11	2455 7 9	1035 0 10	272 2 5	4826 0 5	
Wentworth	598 15 0	24 14 4	598 15 0	3251 14 4	937 18 10	619 7 3	6031 4 9	
Brant	431 0 9	8 7 3	443 3 9	2709 4 5	914 1 11	105 6 2	4611 4 3	
Lincoln	438 2 3	2 15 0	715 0 10	2556 12 6	804 19 1	260 9 2	4777 19 1	
Welland	457 3 9	6 5 2	763 12 1	2686 12 3	888 9 1	290 11 9	5092 14 1	
Haldimand	432 4 11	4 12 6	649 0 0	3266 6 11	743 17 9	349 7 8	5445 9 9	
Norfolk	529 5 9	2 16 2	531 1 0	3359 5 11	662 3 2	334 3 9	5418 15 9	
Oxford	729 18 0	10 5 3	749 19 9	4719 17 1	1245 9 3	302 11 1	7758 0 5	
Waterloo	600 2 6	12 17 0	695 0 0	4643 3 2	764 3 3	183 11 9	6868 18 2	
Wellington	591 0 6	24 11 7	480 3 3	2431 18 2	600 14 5	825 0 0	4873 7 11	
Grey	344 16 9	6 7 7	399 9 6	2105 10 10	103 13 1	261 17 2	3221 14 11	
Perth	348 10 9	1 5 0	348 10 9	2460 15 1	233 4 3	492 15 4	3884 1 2	
Huron	465 19 6	3 15 0	501 18 1	3121 5 6	276 11 3	262 2 1	4631 11 5	
Bruce	54 13 5	4 2 6	64 14 6	877 1 11	52 8 6	166 16 9	1219 17 7	
Middlesex	821 14 3	2 10 0	889 17 11	5670 10 9	1183 12 7	393 15 8	8962 1 2	
Elgin	584 8 3	19 8 2	595 5 0	4821 12 5	1101 19 9	972 3 8	8094 17 3	
Kent	419 9 6	6 5 0	433 8 9	3813 4 6	592 11 0	156 16 7	5421 15 4	
Lambton	315 7 3	7 0 0	327 15 10	3016 6 8	174 8 3	980 17 0	4821 15 0	
Essex	357 11 11	1 5 0	431 1 8	1658 14 10	319 16 2	293 13 0	2962 2 7	
Total	20590 9 1	389 12 8	22758 15 0	109363 12 10	26914 0 8	14259 0 5	194265 10 11	
Grand Total for 1855	24474 11 11	575 7 5	45123 17 2	109711 5 4	30807 1 8	26259 17 9†	236952 1 3*	
Grand Total for 1854	22622 13 7	N. R.	32997 7 7	51984 3 2	35899 8 5	8252 17 5	195624 8 11	
Increase	1851 18 4	...	12126 9 7	57727 2 2	...	18007 0 4†	41327 12 4	
Decrease	...	...	...	...	5092 6 9	...	...	

† This sum includes a large amount of Debentures issued for the building of new school houses during the year.

OF UPPER CANADA, 1855.

PART II.—Table A.—(Summary.)

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus. (See Table N.)	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1855.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1762 3 4	4 15 0	31 0 0	49 5 0	35 14 0	1882 17 4	23 8 8
1640 17 10	...	25 8 4	80 7 2	47 19 9	1794 13 1	15 2 11
2115 16 4	2 12 6	241 15 4	187 11 3	22 13 10	2570 9 3	34 15 5
1415 4 7	5 0 0	91 4 6	60 9 9	16 8 11	1588 7 9	24 11 1
1501 15 2	2 10 0	45 19 2	22 16 3	1 8 1	574 8 8	21 18 11
3917 4 11	12 6 0	187 0 3	70 2 10	71 2 3	4257 16 8	298 17 3
2703 15 2	4 12 6	312 15 7	59 5 8	36 8 4	3116 17 3	185 10 0
3789 6 6	22 19 9	503 13 3	97 10 10	54 10 7	4468 0 11	187 11 7
3524 19 6	16 17 7	310 12 5	53 16 9	53 13 6	4259 19 9	81 10 2
1673 6 6	0 11 10	208 17 8	110 17 3	35 10 6	2029 3 7	217 8 4
2610 17 0	10 0 0	170 11 0	52 9 4	114 10 1	2958 7 6	144 17 5
2287 17 5	3 1 4	607 4 0	36 1 7	58 11 1	2943 6 3	32 14 0
1126 10 9	14 13 11	16 0 0	31 12 0	36 15 8	1225 12 4	...
3090 7 5	9 5 3	1469 3 10	67 8 6	115 5 10	4751 10 10	170 14 7
4158 8 1	31 8 1	12 7 0 3	99 17 2	27 3 6	5633 17 1	283 14 8
4784 18 7	44 7 11	179 10 3	88 16 9	183 1 3	5280 14 9	286 18 1
5404 17 10	69 12 4	651 19 7	99 4 6	124 15 5	6350 9 8	149 7 9
2635 2 2	26 9 0	675 0 0	120 12 1	27 16 0	3484 9 3	101 5 1
2352 0 11	24 5 8	21 11 9	44 3 9	23 8 9	2465 10 10	243 6 3
5538 9 8	59 12 10	945 1 1	214 8 5	137 13 1	6895 5 1	599 15 1
9136 19 6	102 6 0	1001 5 7	281 11 2	366 2 5	10888 4 8	388 1 2
4877 8 4	38 13 6	232 15 10	136 13 2	182 9 8	5468 0 6	118 7 6
4479 14 3	68 3 2	1474 14 4	47 17 3	289 10 9	6359 19 9	359 17 11
3537 6 8	94 12 8	662 8 9	241 0 3	233 11 3	4768 19 7	87 0 10
4016 7 5	59 6 2	1476 15 9	30 1 10	289 16 9	5865 7 11	165 16 10
3728 1 1	34 19 1	266 17 5	54 13 7	179 8 1	4263 19 3	347 5 0
3444 6 11	15 5 0	822 4 7	75 12 0	203 19 6	4561 8 0	216 11 1
3912 2 1	29 7 1	265 13 4	135 18 5	221 4 9	4564 16 6	527 17 7
5887 16 1	26 14 5	1072 18 5	106 4 4	184 11 11	5278 5 2	167 4 7
4463 11 9	9 9 5	394 14 10	254 17 2	106 1 8	5228 14 10	190 0 11
6134 11 4	59 0 7	697 18 11	233 3 5	269 15 11	7374 10 2	353 10 2
4562 13 9	57 0 0	1360 19 9	109 13 5	266 3 1	6356 10 0	512 8 2
4086 17 3	63 8 0	190 3 5	92 8 1	290 8 3	4723 5 0	160 2 11
2632 12 4	25 18 5	170 9 4	55 11 8	127 11 9	3012 3 6	209 11 5
2781 12 8	7 3 5	682 4 10	173 18 2	111 16 0	3766 15 1	127 6 1
3754 3 4	23 9 6	378 8 3	179 11 0	102 15 11	4438 8 0	193 2 5
581 2 0	9 10 0	495 10 2	18 17 0	58 17 1	1163 16 1	66 3 0
7211 19 10	30 17 11	1041 16 6	189 14 9	304 12 7	8779 1 7	182 19 7
5296 18 6	71 3 1	2173 12 4	163 1 11	177 0 2	7981 16 10	2 3 0 5
3926 18 2	25 3 10	885 1 6	70 16 4	159 1 3	5067 1 1	354 14 3
3273 6 5	33 12 8	573 14 0	100 18 8	219 15 0	4201 7 9	620 7 3
2555 11 0	3 5 0	95 7 6	80 1 1	56 8 8	2790 13 3	171 9 4
149566 2 0	1233 11 3	2429 10 7	4481 1 6	5734 3 10	185344 8 7	8920 13 10
70027 7 6	2064 7 3	34272 11 7	5920 19 10	12553 7 :*	224818 13 3*	12133 8 0
144717 10 9	1894 12 2	22156 18 5	6651 16 5	N. R.	188585 9 6	7038 19 6
25300 16 9	169 15 1	12115 13 2	730 16 7		36233 3 9	5094 8 6

* The sum of £12,533 7s. 1d. is included in these amounts which was not reported last year.

PART II.—Table B.

THE COMMON SCHOOLS

TOWNSHIPS.	PUPILS ATTENDING THE													
	Children between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Children attending school.	Boys.	Girls.	SPECIAL.			NUMBER IN THE				
							Indigent Children.	Indian Children.	Colored Children.	Reading.				
										First or lowest class.	Second or next to lowest class.	Third or middle class.	Fourth or next to highest class.	Fifth or highest class.
<i>Glengarry.</i>														
Charlottenburgh	1518	710	43	753	405	348	14			105	135	149	153	108
Kenyon	1329	607	60	667	387	280				126	149	172	154	86
Lancaster	1207	730	32	762	396	366	10		1	101	124	187	180	155
Separate School		33	1	34	16	18				19	24	29		
Lochiel	1537	827	63	890	473	417	12			215	133	164	185	190
Separate School		68	43	116	116					10	15	20	27	44
Total	5641	2975	247	3222	1793	1429	36		1	576	580	671	699	583
<i>Stormont.</i>														
Cornwall	1472	1004	94	1098	599	499	17		5	198	162	195	192	15
Finch	392	270	34	304	151	153				75	72	90	46	2
Osnaburck	1470	1058	77	1135	618	517	31			241	251	277	232	13
Roxborough	743	453	38	491	270	215	2			113	128	111	93	5
Total	4077	2785	243	3028	1644	1384	50		5	627	613	673	563	363
<i>Dundas.</i>														
Matilda	1221	900	54	954	484	470	3			253	227	213	171	90
Mountain	1004	807	70	877	443	434	2			161	165	183	194	122
Williamsburgh	1365	959	70	1029	541	488	16			165	185	225	167	145
Winchester	958	782	64	847	446	401				171	163	174	226	113
Total	4548	3449	253	3707	1914	1793	21			750	740	795	758	470
<i>Prescott.</i>														
Alfred	300	80	4	84	42	42				17	13	22	25	7
Caledonia	295	180	10	190	104	86				36	40	50	36	28
Hawkesbury East	980	684	34	718	369	349	11			148	174	209	185	163
Separate School			36	36	14	22				7	5		14	
Hawkesbury West	751	504	74	578	350	228	7			123	105	109	89	125
Longueuil	491	281	36	317	164	153				100	64	56	48	59
Plantaganet North	534	291	9	300	180	120				76	61	59	61	14
Plantaganet South	292	139	3	142	75	67				46	14	41	36	8
Total	3643	2159	206	2365	1298	1067	18			550	476	546	489	404
<i>Russell.</i>														
Cambridge and Russell	500	206	15	221	104	117				30	84	59	81	27
Clarence	149	96	12	108	58	55	11			19	11	9	21	40
Cumberland	547	314	15	329	158	171				66	65	67	78	44
Total	1196	616	42	658	315	343	11			115	160	135	180	111
<i>Carleton.</i>														
Fitzroy	739	582	7	589	323	266	2			85	127	116	87	89
Gloucester	1064	835	40	875	481	394	1	1		182	177	177	161	93
Goulbourn	908	354	30	384	200	184				52	62	81	65	56
Gower North	566	468	36	504	225	279	12			78	56	120	75	52
Huntley	708	417	26	443	241	202	7			72	89	140	72	55
March	147	90	1	91	57	34	1			2	10	79	19	
Northborough	760	407	11	418	213	205				119	81	97	49	23
Napan	1210	600		600	300	300				59	108	115	135	34
Osgoode	1200	913	39	952	545	407	16			163	206	216	229	106
Torholton	170	41	5	46	24	22				12	10	7	4	8
Total	7478	4707	195	4902	2609	2293	39	1		770	957	1138	929	515

OF UPPER CANADA, 1855.

PART II.—Table B.

COMMON SCHOOLS.

OTHER INFORMATION.

DIFFERENT BRANCHES OF EDUCATION.

Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-Keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.	No. of Indians.	No. of Colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent of population not able to read & write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.
314 335 364 6 376 96	158 114 125 221 22	133 85 116 194 22	42 24 69 36 30	395 366 450 10 511 46	13 12 10 5 15 2	 6 3	1 2 3	 16 11 14 3	 3	 1 16	 72 1 1	 6 20	 2	 5 11	 7 3 12	 9	 4 19	No No No No No No	
1491	640	550	201	1828	54	14	20	8	27	17	73	34	2	11	12	9	19	No	
380 108 492 157	197 21 146 40	182 13 149 59	21 22	451 143 565 265	10 2 6 6	4 1	 3	1 3	 3	..... ..... ..... .....	..... ..... ..... .....	..... ..... ..... .....	2	13	5 5 6 1	2 1 1 1	10 4 60 8	No No No No	
1137	404	403	43	1424	24	5	3	1	3	.....	.....	2	.....	18	17	5	20	No	
356 307 387 369	151 108 172 135	164 148 163 156	29 83 24 4	464 30 471 398	10 3 28 2	10 3 7 3	19 2 7 3	7 8 6	 2 .....	..... ..... ..... .....	..... ..... ..... .....	..... ..... 3 1	 10 .....	..... ..... ..... .....	3	1	12 13 11 48	No No No No	
1419	566	631	140	1363	43	24	31	21	2	.....	.....	4	.....	10	3	1	21	No	
34 73 283 8 323 140 97 52	5 31 192 6 107 75 24 21	6 28 159 83 65 11 17	 10 20 63 36 113 2	43 90 344 12 349 136 4 46	 33 22 4 2	 9 2 4	 4 14 6	 5 2 6	 2 6 ..... .....	..... ..... ..... ..... ..... ..... ..... .....	..... ..... 3 ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... 1	 8	 1	42 9 34 75 2 43 48 15	No No No No No No No No	
1010	461	379	244	1024	65	15	24	8	39	.....	3	7	.....	9	1	4	36	No	
77 65 127	74 37 49	28 43 91	16 8 30	191 64 149	8 2 3	6 6	2 2 3	1 5 3	16 20 20	 46 .....	..... ..... .....	..... ..... .....	..... ..... 6	 6	..... ..... .....	..... ..... .....	..... 3 10 14	No No No	
289	151	162	54	314	13	12	7	1	54	46	.....	9	6	.....	.....	1	8	No	
257 314 155 129 214 13 131 216 404 34	102 114 37 17 14 70 72 138 24	126 324 18 37 18 151 47 381 22	21 26 4 8 13 41 8	293 397 113 160 238 17 148 229 596 33	14 12 4 16 3 3 2 7 3	5 7 1 1	4 8 4 3 1	3 9 3 128 27	21 25 ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... ..... .....	..... 24 ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... ..... .....	..... 3 1 ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... ..... .....	17 23 48 40 14 15	No No No No No No No No No	
1884	550	1078	111	2153	54	23	22	17	71	.....	2	25	.....	8	3	23	No		

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	Children between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Children attending school.	Boys.	Girls.	SPECIAL.				NUMBER IN THE							
							Indigent Chil- dren.	Indian Children.	Colored Children.	Reading.								
										First or low- est class.	Second or next to low- est class.	Third or middle class.	Fourth or next to high- est class.	Fifth or highest class.				
<i>Grenville.</i>																		
Augusta	1693	1254	97	1351	767	584	7				243	293	307	293	211			
Edwardsburgh	1309	933	43	976	514	462	2				194	211	232	192	147			
Gower South	249	225	16	241	126	115	3				44	51	48	49	46			
Oxford	1600	1113	86	1199	625	574	14				292	214	342	293	164			
Wolford	979	635	39	674	340	334	2				149	144	146	130	105			
Separate School.....		60		60	30	30					10	14	12	9	15			
Total	5830	4220	281	4501	2402	2099	28				932	927	1087	906	688			
<i>Leeds.</i>																		
Bastard and Burgess South	1306	970	153	1123	608	515					171	167	240	215	174			
Crosby North	531	394	42	436	246	190	10				60	77	66	75	63			
Crosby South	439	346	30	376	190	186	6				92	68	84	74	84			
Elizabethtown	1602	1186	55	1241	656	585	43				280	262	273	240	172			
Elmsley South	299	247	10	257	132	125	2				41	54	67	56	18			
Kitley	1250	885	96	981	504	477	11				159	203	197	254	160			
Separate School.....		55	7	62	33	29					8	24	25		5			
Leeds and Lansdowne front	1110	894	61	955	481	474	7				183	242	213	224	75			
Leeds and Lansdowne rear	544	436	63	499	253	246	1				98	88	112	120	71			
Yonge and Escott front	864	661	53	714	363	351	4				134	122	194	144	85			
Yonge and Escott rear	580	356	72	428	210	218	14				70	69	91	88	66			
Total	8463	6430	642	7072	3676	3396	98				1296	1376	1562	1490	978			
<i>Lanark.</i>																		
Bathurst	786	587	26	613	340	273					99	101	143	110	98			
Beckwith	826	598	50	648	364	284	6				58	111	100	127	159			
Burgess North	300	194		194	104	90					46	32	35	36	58			
Dalhousie and Lanark.....	369	271	27	303	234	69					75	66	70	53	30			
Darling	193	138	6	144	71	70					17	22	38	35	28			
Drummond	568	486	10	490	277	213	13				41	56	91	117	99			
Elmsley North	475	331	15	354	168	186					81	56	68	71	44			
Lanark	641	566	37	603	324	279	23				84	97	134	128	110			
Montague	979	797	54	851	449	402	11				168	168	207	229	79			
Packenham	611	224	12	336	175	161	4				50	76	71	62	47			
Ramsay	1652	785	43	828	467	361	5				92	147	194	252	98			
Sherbrooke North	76	50	4	54	32	22					5	3	10	20	16			
Sherbrooke South	233	125	6	131	71	60	5				16	22	26	55	12			
Total	7163	5259	290	5549	3079	2470	67				832	957	1187	1295	888			
<i>Renfrew.</i>																		
Admaston	345	151	11	162	87	75	2				34	17	50	44	17			
Bagot and Blithfield	246	164	9	173	88	85	12				30	29	63	30	21			
Bromley and Wilberforce	471	361	10	371	205	166					40	65	80	66	36			
Brougham and Grattan	365	170	7	177	101	76					25	43	48	32	6			
Horton	232	200	11	211	136	75					39	44	41	51	36			
McNab	504	356	22	378	206	172	10				81	60	68	105	63			
Pembroke and Stafford	268	267	16	283	144	139					46	61	82	46	26			
Ross	300	93	7	100	50	50	1				21	21	20	16	20			
Westmeath	245	194	17	211	125	86				20	55	68	45	39	38			
Total	2976	1956	110	2066	1142	924	25			20	371	468	497	420	258			
<i>Frontenac.</i>																		
Bedford	285	167	71	178	103	75	3				36	29	38	27	12			
Kingston	1365	918	52	970	532	438	27			1	179	187	234	182	137			
Loughborough	608	448	7	455	238	217	8				93	95	107	118	65			
Pittsburgh and Howe Island	1088	677	43	720	374	346	10			1	146	120	157	169	110			
Portland & Hinchinbrooke	707	635	54	689	340	349	10				133	133	110	86	47			
Storrington	577	433	24	457	224	233	4				89	84	106	61	25			
Wolfe Island	792	387	45	432	208	224	6				130	125	164	147	22			
Separate School.....		75		75	43	32					30	16	15	8	6			
Total	5422	3740	236	3976	2062	1914	68			2	806	773	916	790	418			

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

COMMON SCHOOLS.

OTHER INFORMATION.

DIFFERENT BRANCHES OF EDUCATION.

DIFFERENT BRANCHES OF EDUCATION.																			
Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-Keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.	No. of Indians.	No. of Colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent of population not able to read & write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.
568 431 87 461 244 25	190 63 30 197 146 16	265 62 24 202 123 13	32 16 18 43 23 10	686 494 112 539 318 23	27 6 6 11 11 2	4 6 6 3 5 2	9 1 1 6 1 2	3 1 1 7 1 2	1 12 18 8								10 11 4 7 12	No No 2 No No	{ H. Cough. Consumption.
1816	636	689	142	2172	52	12	19	10	27	2	40	40			1		8	2	
529 153 36 548 92 381 11 425 222 281 135	110 50 36 157 29 101 2 162 67 107 61	112 56 46 201 36 137 4 28 51 13 82		599 176 186 636 117 399 130 686 243 275 170	12 1 1 19 13 1 10 1 1 3 6	1 8 1 19 13 1 7 4 3 6	1 1 2 2 3 1 4 8 5 4		4 25 1 10 2 14 195 198 64		3 15 2 1 12 14 1 3 4			1 2 2 1 1 14 1 1	6 1 1 2 3 1 1 1	2 1 8 26 18 16 24 19 17	7 3 No 8 No No No No No	Scarlatina. Scarlet Fever. Scarlet Fever	
2775	882	1148	393	3517	73	9	13	15	48	27	3	460	14	1	12	10	17	18	
233 592 99 102 61 228 168 292 549 143 408 46 60	73 111 89 26 12 90 55 109 101 80 157 8 7	63 131 63 31 24 90 30 128 112 109 185 12 7	12 12 12 7 8 8 14 8 7 8 43 50 86	333 355 121 184 65 256 176 316 451 158 452 3 86	9 21 8 3 14 14 3 5 2 6 13 3 1	9 8 4 4 1 3 1 1 1 2 6 1 1	7 8 2 1 1 8 1 1 1 2 9 1 1	3 9 2 1 1 3 1 1 1 2 10 3 1			35 5 3 3 1 42 52 1					19 11 9 13 5 7 6 15 12 4 18	No No No No No No No No No No No No No	Scarlatina. Fever.	
2491	918	991	142	2977	74	37	36	28	52	129	8	4			11	10	10	5	
71 58 71 43 110 201 39 18 73	24 7 26 9 34 80 27 16 16	26 10 32 13 33 91 24 2 19	6 6 6 6 6 6 6 12	100 79 91 58 99 254 126 34 92	4 1 1 1 1 5 6 3 3	9 1 1 1 1 2 7 1 1											40 28 7 13 16 18 75 26	No No No No No No No No No	
744	233	233	18	933	21	23	1	6		141			6	1	2	2	30	No	
27 434 233 288 149 140 286 14	10 164 78 171 45 39 70 3	14 176 64 164 38 33 93 16	24 60 10 37 136 5 35 20	24 545 222 337 136 154 248 20	4 11 4 5 5 5 3	2 10 8 1 5 1 1	6 8 8 6 21 6 3	10 21 21 6 3 3 1	66 21 21 6 3 3 1					21 7 2 6 13	1 3 2 11 16	28 7 20 18 5 5 1	2 No No No No No No No	Scarlet Fever. Scarlatina.	
1557	577	582	147	1626	24	3	13	14	37	66	3		13	52	18	7	15	2	

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS OF

TOWNSHIPS.	Children between 5 and 16 years of age.	PUPILS ATTENDING THE												
		Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Children attending the schools.	Boys.	Girls.	SPECIAL.			NUMBER IN THE				
							Indigent Children.	Indian Children.	Colored Children.	Reading.				
										First or lowest class.	Second or next to lowest class.	Third or middle class.	Fourth or next to highest class.	Fifth or highest class.
<i>Addington.</i>														
Amherst Island.....	329	283	6	289	145	144	4			72	47	64	29	29
Camden East.....	1826	1479	247	1726	839	887	2		3	236	244	331	291	286
Separate School.....		74	10	84	50	34					8	20	32	24
Ernestown.....	1324	1038	159	1242	653	589	39			108	216	277	253	149
Sheffield.....	725	498	16	514	234	230	7			125	114	125	77	58
Total.....	4304	3417	438	3855	1971	1884	52		3	541	629	817	672	546
<i>Lennox.</i>														
Adolphustown.....	170	153	10	163	138	25				13	21	29	25	34
Fredericksburgh.....	883	737	76	813	448	365	16			133	142	196	142	164
Richmond.....	888	729	95	824	410	414	7		1	146	158	148	151	166
Total.....	1941	619	181	1800	996	804	23		1	292	321	373	318	364
<i>Prince Edward.</i>														
Ameliasburgh.....	818	723	100	823	410	383	22			145	156	186	193	143
Athol.....	518	417	97	514	288	226	8			110	114	104	112	74
Hallowell.....	805	657	110	767	427	340	9			120	136	135	209	163
Separate School.....		30	5	35	19	16				6	3	5	15	6
Hillier.....	978	734	122	856	457	399	42			126	149	186	175	221
Marysburgh.....	1151	930	147	1077	592	485	41			179	208	249	223	219
Sophasburgh.....	668	536	99	635	334	301	27	1	1	102	109	126	140	158
Total.....	4938	4027	680	4707	2537	2150	144	1	1	788	875	991	1067	984
<i>Hastings.</i>														
Madoc, Elzevir and Tudor...	784	624	40	664	339	325				101	145	121	143	50
Hungerford.....	1107	779	57	836	449	396	2			145	193	254	161	61
Huntingdon.....	595	440	86	535	273	262	15			107	93	113	71	36
Marmora.....	267	169	28	197	97	100				26	32	47	53	1
Rawdon.....	1187	840	71	911	484	427	14			165	197	222	117	99
Thurlow.....	1316	1054	75	1129	599	530	5			175	179	208	192	269
Sydney.....	1189	903	167	1010	574	436				192	173	220	176	232
Tyendinaga.....	1913	1324	73	1397	731	666	17			254	226	306	257	194
Total.....	8358	6142	537	6679	3537	3142	51			1131	1338	1551	1278	8757
<i>Northumberland.</i>														
Alnwick.....	254	85	2	87	49	38				33	32	41	25	8
Brighton.....	1206	958	89	1044	555	489	5			214	222	234	183	191
Cramahe.....	1048	896	161	1057	557	500	9			277	234	250	184	114
Haldimand.....	1262	981	64	1045	569	476	12			234	242	259	224	86
Hamilton.....	1351	956	77	1033	613	420	14			193	212	301	294	123
Monaghan South.....	391	323	32	355	199	156	8			61	83	117	69	25
Murray.....	931	759	95	854	435	419	4			174	178	222	172	101
Percy.....	755	535	30	565	325	240	3			141	152	114	116	77
Seymour.....	974	294	24	318	173	145	3			77	82	97	36	26
Total.....	8172	5787	571	6358	3475	2883	53			1390	1437	1614	1209	765
<i>Durham.</i>														
Cartwright.....	618	444	10	454	251	203				106	94	80	53	35
Cavan.....	1295	94	97	1040	597	443	24			152	214	236	212	111
Clarke.....	2033	157	100	1672	938	734	41			199	290	310	334	259
Darlington.....	1988	1478	144	1622	940	682	24			245	281	426	346	259
Hope.....	1409	944	101	1045	597	448	13			221	214	240	171	118
Manvers.....	942	716	7	723	371	352				123	160	198	131	37
Total.....	8195	6097	459	6656	3694	2862	102			1048	1253	1540	1297	819

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

COMMON SCHOOLS.

OTHER INFORMATION.

DIFFERENT BRANCHES OF EDUCATION.

Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Drawing.	Other Studies.	No. of Indians.	No. of Colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent. of population not able to read & write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.	
127 733 24 827 207	31 384 8 262 14	21 371 6 297 68	9 87 24 99 4	129 711 50 675 98	3 23 1 34 4		11 37 18	12 26 10	3 32 2 40 2						13 13 20 33	1 1 12 12	5 14 3 11	No No 6 No	Scarlet Fever. Measles.	
1718	729	768	223	1663	71	12	57	38	97	33		28		13	3	3	8	6		
60 353 343	39 215 146	54 223 222	16 114 68	61 389 407	1 28 21		2 8 3	6 6 5	27 30 30	14		12 19			1 4 1	1 1 21	20 22 23	No No No		
771	400	504	198	857	50	5	11	11	63	14		31		5	5	2	21			
415 196 479 10 457 578 360	180 70 202 5 183 187 125	283 150 426 12 304 416 186	54 53 144 2 85 102 28	435 232 470 16 453 637 341	26 15 33 1 15 50 21	5 7 11 7 7 39 3	13 16 29 10 56 36 14	4 7 15 7 7 11 6	23 1 64 50 102 27 24	204 1 50 102 16 6	1 7 7 4 4 16 6				4 3 1 3 2 5 8	1 3 2 2 2 4 2	6 9 4 4 2 8 8	No No No No No No No		
2495	957	1777	498	2637	160	69	118	50	194	356	5	29	27	10	15	6	7	No		
203 393 154 54 338	72 145 52 24 155	61 176 65 9 196	9 47 136 85 56	209 365 136 85 366					2 16 6 6 25		17					1 1 1 3 8	6 24 18 10 18	No No No No No	Scarlatina. do	
544 514	284 195	446 258	162 62	592 572	24 18	5 1	46 7	25 4	53 2	111 36		12 11	88 276			7 3	17 13	No No		
2639	1277	1668	577	2783	107	19	81	31	351	784	16	38	276	7	4	4	15	No		
37 497 537 589 599 219 401 228 117	4 145 182 151 184 56 135 66 25	15 22 391 357 245 61 210 92	12 446 37 40 18 4 17 254 146	45 9 399 535 551 243 439 254 146							36 328 78 18 16		8 1 1 5 3 3 3		4 1 2 5 3 2 1 1	7 1 1 3 1 4 1 2	17 19 12 14 11 5 12 19 25	No No No No No No No No		
3154	796	1511	128	3224	80	10	17	6	83	470		83	4	12	15	14	15	No		
146 458 693 821 526 183	16 168 311 240 104 98	39 230 370 315 129 82	18 21 80 65 28 17	162 565 813 951 356	1 33 11 41	3 12 5 10		7 7 2 9	12 10 27 23	50 170 95		2 22 22				3 7 2 1	1 1 1 1	20 13 4 19 25	No No No No No	
2822	937	1156	229	2857	100	30	56	30	78	815		24			13	3	16	No		

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	Children between the ages of 5 and 16 years.	PUPILS ATTENDING THE										NUMBER IN THE				
		Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Children attending the schools.	Boys.	Girls.	Indigent Children.	Indian Children.	Colored Children.	Reading.						
										First or lowest class.	Second or next to lowest class.	Third or middle class.	Fourth or next to highest class.	Fifth or highest class.		
<i>Peterborough.</i>																
Asphodel	620	440	39	479	240	239	6			129	110	94	44	161		
Belmont and Methuen	114	67	1	68	35	33				17	16	14	15	6		
Douro	720	487	17	504	254	250				59	96	96	79	53		
Dummer and Burleigh	595	463	40	503	265	238	2			69	95	115	108	97		
Ennismore	240	240		240	116	124				28	56	42	40	43		
Monaghan North	291	227	8	235	123	107				39	67	40	38	51		
Otonabee	1136	879	43	922	531	391	5			142	148	159	100	103		
Smith and Harvey	716	505	61	566	312	254	8			120	114	116	118	98		
Total	4432	3308	209	3517	1881	1636	21			603	702	676	542	552		
<i>Victoria.</i>																
Eldon	409	313	7	320	193	127				55	55	63	78	51		
Emily	1070	784	31	815	537	278				110	138	208	231	22		
Fenelon	157	81		81	50	31				12	26	17	14	12		
Mariposa	1222	854	152	1006	588	418	14			173	143	194	170	274		
Ops	900	635	40	675	355	320				177	120	153	105	104		
Verulam	176	93		93	63	30				49	26	24				
Total	3934	2760	230	2990	1786	1204	14			571	502	659	598	463		
<i>Ontario.</i>																
Brook	1158	875	61	936	474	462	13			175	182	218	135	97		
Mara and Rama	386	360	45	405	225	180	2			90	94	78	84	23		
Pickering	2336	2033	192	2225	1252	973	12		2	321	368	389	331	288		
Reach	1360	1104	103	1207	633	574	18	3		204	217	270	215	202		
Scott	372	271	10	281	163	118				68	72	68	57	34		
Seugog Island	101	86	11	97	47	50	14			26	18	32	17	7		
Thorah	380	339	18	357	191	166				80	82	71	66	49		
Uxbridge	688	452	58	490	264	224	16			118	110	133	80	29		
Whitby	1617	1346	133	1479	826	653				168	221	364	310	398		
Total	8398	6866	611	7477	4077	3400	75	3	2	1300	1364	1623	1295	1127		
<i>York.</i>																
Etobicoke	961	650	35	685	397	288	16		9	155	155	204	190	81		
Separate School		51		51	16	35	4			7	16	14	4	10		
Georgina	305	212	15	227	115	112	12			38	59	35	31	14		
Gwillimbury North	364	266	6	272	153	114				66	68	48	34	7		
Gwillimbury East	1108	873	74	947	538	409	40		1	170	192	197	201	107		
King	2809	1577	234	1811	1019	792	29		7	303	368	398	455	240		
Markham	2398	2079	204	2283	1016	1267	24			247	297	423	315	265		
Scarboro'	1433	789	63	852	346	506	20		2	125	151	236	184	133		
Vaughan	2126	1492	89	1581	955	626	60		7	411	294	364	316	243		
Whitchurch	1382	1045	133	1178	581	597	11			227	283	287	206	207		
York	2505	1441	97	1538	924	614	45			291	270	345	249	186		
Total	15391	10475	950	11425	6065	5360	261		26	2049	2147	2537	2115	1493		
<i>Peel.</i>																
Albion	1240	1024	67	1091	639	452	9			139	195	246	215	102		
Caledon	1070	755	75	830	470	360	12			148	159	225	123	110		
Chinguacousy	2045	1692	156	1848	1063	785	45			232	335	350	310	292		
Gore of Toronto	354	290	16	306	158	148	4			7	50	54	57	47		
Toronto	1781	1442	129	1571	919	652	64			270	286	341	321	250		
Total	6490	5203	443	5646	3249	2397	134			816	1022	1210	1026	801		

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

COMMON SCHOOLS.													OTHER INFORMATION.						
DIFFERENT BRANCHES OF EDUCATION.													No. of Indians.	No. of Colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent. of population not able to read and write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.
Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-Keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.							
213	58	98	4	84	2	1	6	3	80						1	1	11	No	
18		4		25													25	No	
115	34	45		149	6	6			18		10						1	No	
152	50	58	12	164	12				18	24						4	3	19	No
66	48	37	17	95	7													No	
120	51	55	12	144	12	8	9	4	25			30					5	No	
312	51	68	52	347	1		1			57							12	No	
236	73	114	22	28		12	16	3	10	13					5	1	3	No	
1332	371	474	207	1031	41	27	32	10	101	96	10	30			6	6	5	16	No
108	29	18		164															
271	89	100	10	289	1			1	50	17						2	2	15	No
27		5		31														26	No
408	118	151	17	483	7	6	1	4										13	No
184	37	36	10	134	2	2													No
38				44														43	No
1033	273	311	105	1145	10	8	1	5	50	17		4				2	2	23	No
349	79	130	3	451	4		2									1		13	No
178	41	44	4	185									200					25	No
887	352	600	105	927	36	6	35	13	72	4	94			9	6	1	28	No	
500	175	255	109	576	15	12	19	12	6	133	20	7	3				5	No	
99	20	12		127															No
42	3	7		46											1		22	No	
125	55	42	11	156	4	4	8	7							1		1	No	
189	59	76	16	24	6	2	2	2		22						2		No	
767	276	523	205	798	47	29	43	31	137	215	53				8	4	1	No	
3187	1060	1695	451	3290	113	44	109	65	215	377	73	101	263	18	14	3	18	No	
358	171	227	168	474	12	2	9				29	20		41		2	22		Fever & Ague.
24	10	10	2	80															
97	16	73	16	98	4	4	3	10							2	1	10	No	
90	35	23		97												1		No	
597	307	265	53	616	17	11	12	3	26		8						14	No	
982	282	616	82	998	28	13	16	8	34				1	13	13	9	3	No	
802	273	370	141	821	30	3	8	8	24						3	2		No	
484	185	326	40	521	17	14	16	9	32	86		59		7	1	2	20	No	
875	413	563	183	844	45	27	32	32	76	204	1	20		35	1	1	32	12	Sct. Fev. Typhus.
620	208	348	106	699	64	23	14	6	10	158	6				2	1	24	No	
739	352	578	121	723	45	17	25	23	63	16				96	3	3	14	No	
5746	2252	3409	912	5921	272	114	135	69	265	524	44	99	1	199	25	22	15	12	
478	86	148	19	486	13	11	8	1							2	1	15	No	
299	97	138	17	360	14	3	7	1	25						3	1	18	No	
779	231	434	63	838	41	18	23	9	17	40	29				3	1	5	3	Scarlet Fever.
152	58	80		126	10	3	2	1			30						11	No	
908	341	551	60	910	71	30	23	13	11	48	10	11		23	1	2	8	3	
2612	863	1351	164	2720	149	65	63	25	53	88	69	11		23	9	5	11	6	

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	PUPILS ATTENDING THE													
	Children between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Children attending the schools.	Boys.	Girls.	SPECIAL.			NUMBER IN THE				
							Indigent chil- dren.	Indian Children.	Colored Children.	Reading.				
										First or low- est class.	Second or next to low- est class.	Third or middle class.	Fourth or next to high- est class.	Fifth or highest
<i>Simcoe.</i>														
Adjala	680	442	12	454	255	199	1			68	97	125	92	30
Essa	465	347	26	373	207	166				65	87	108	79	34
Flos	152	110	10	120	63	57			2	25	12	13	4	2
Gwillimbury West	1233	1039	88	1127	623	504			1	175	209	269	274	200
Innisfil	572	460	40	500	275	225				96	105	105	85	41
Medonté	323	137	5	142	74	68	12			34	34	44	41	17
Mono	873	547	37	584	329	255	4			122	133	144	75	50
Mulmur	287	140	16	156	92	64				30	28	54	3	
Nottawasaga	854	700	53	753	448	305	3			209	190	158	90	62
Orillia and Matchedash	250	133	6	139	93	46	3			37	39	30	19	14
Oro	870	478	24	502	307	195	17			118	102	111	92	60
Sunnisdale	90	64	11	75	39	36				27	11	21	10	6
Tay and King	263	164	6	170	102	68				92	45	20	4	9
Tecumseth	1073	871	56	927	504	423	1			165	206	273	219	55
Tessoronto	188	107	12	119	65	54				26	21	19	13	15
Vespra	273	165	10	175	102	73				51	23	56	13	3
Total	8446	5904	412	6316	3578	2738	41		3	1340	1347	1550	1113	598
<i>Halton.</i>														
Esquesing	1884	1375	115	1490	832	658	7			204	238	328	316	269
Nassagaweya	541	386	27	413	237	176	7			78	88	122	91	34
Nelson	1209	898	71	959	567	392				139	164	209	212	160
Trafalgar	1835	1389	95	1484	828	656	53			248	303	334	294	300
Total	5469	4038	308	4346	2464	1882	67		6	669	793	993	913	766
<i>Wentworth.</i>														
Ancaster	1062	746	57	803	411	392	4			112	146	202	124	138
Barton	300	214	34	248	149	101			13	32	26	50	53	40
Beverly	1697	1254	124	1378	780	598	6		1	264	266	235	268	158
Binbrooke	460	391	22	413	233	180	2			77	86	57	63	66
Flamboro' East	920	570	32	602	333	269	12			117	124	115	101	117
Flamboro' West	998	742	47	789	458	331	12			157	148	149	140	144
Glanford	506	490	16	506	362	144				85	97	103	59	64
Saltfleet	710	492	39	531	268	263	6		2	84	83	121	98	102
Total	6653	4899	371	5270	2992	2278	42		19	928	976	1032	891	831
<i>Brant.</i>														
Brantford	1715	1183	103	1286	706	580	14			216	221	322	242	208
Burford	1415	962	98	1069	690	370	21			11	231	205	261	269
Dumfries South	1051	887	50	937	532	405	16			119	168	189	141	246
Oakland	184	132	12	144	76	68	9			33	93	24	20	26
Onondaga	590	425	53	478	270	208	17			100	98	107	83	77
Total	4925	3589	316	3905	2274	1631	77		11	689	725	903	755	794
<i>Lincoln.</i>														
Caistor	458	344	27	371	194	177	9			58	66	90	81	64
Clinton	819	602	67	669	359	310	8			134	125	126	140	84
Gainsborough	836	633	63	696	378	318	9			133	132	132	120	165
Grantham	976	741	42	783	446	337	34			109	153	148	209	152
Grimsby	731	563	68	631	392	239	11			92	60	81	105	131
Louth	512	419	52	471	201	270	9			2	67	78	69	98
Niagara	573	438	37	475	248	227				13	82	103	93	76
Total	4905	3740	356	4006	2218	1878	80		15	675	717	739	848	741

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

COMMON SCHOOLS.

OTHER INFORMATION.

DIFFERENT BRANCHES OF EDUCATION.

DIFFERENT BRANCHES OF EDUCATION.													No. of Indians.	No. of Colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent of population not able to read & write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.
Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elementary Natural Philosophy.	Vocal Music.	Drawing.	Other Studies.							
132	15	3		196	1										1	2	14	No	
137	46	56		133												1		No	
14	6	14	13	21														No	
374	245	316	43	685	23	14	10	4	23	195	3	3			1	2	1	No	
204	90	113	19	187	13	3	1		10	71		14			4			No	
40	34			50														No	
202	33	23	6	246	3		3	2							4	2	2	30	No
46				95														No	
244	129	147	97	288	9		7	4	4	56		9				2		36	No
67	25	20	2	76	3										12			3	No
224	61	65		250											79			8	No
32	7			41	1	1									4				No
22	5	10		24														25	No
435	46	70	18	525	4	3	1											17	No
51	4	21		51														25	No
69	19	24		69	1		3											14	No
2505	766	882	198	2660	57	21	25	10	36	322	3	26	2	106	7	6	26	No	
737	334	453	137	756	30	8	33	6	114			16					17		Scarlet Fever.
172	39	53	14	173	1			1							25	1		20	No
431	183	257	53	508	9	11	8	11	11							1			No
874	402	713	168	978	69	31	39	23	74	377	38	13			36	6		13	No
2234	1011	1476	372	2415	109	50	80	30	200	377	38	29			61	8		17	
372	156	206	36	445	17	14	7	6					8		24	2		4	No
125	43	110	59	130	5	4	6	9							13			5	2
568	144	152	12	633	23	4	4			201			3		6	2		15	No
150	46	57	1	182	15	4	1								1			3	No
236	133	160	11	313	5	2	2	3							20		1	50	
413	187	272	48	427	22	5	2	1	24						14	2	1		
182	65	104	21	223	1		1	1	30						4	1	1	3	No
258	132	169	25	279	6		8	49							14		2	3	No
2327	999	1158	188	2635	94	33	31	9	118	201		11			92	7	5	10	2
721	356	529	73	781	19	7	24	15	16	40	2	6			32			6	No
611	230	321	71	663	26	4	11	2						4	35	3	1	7	No
516	232	293	127	582	42	9	41	13	40	30	60	3				2	1	26	No
62	25	28		62											1			2	No
283	194	239	53	269	9	1	11	2	20						67	9		26	No
2187	941	1341	339	2299	87	21	87	32	76	70	62	9	71		77	5	2	13	No
324	48	51		170	1											1		14	No
274	94	173	51	314	8		5	1		75		2				6	5	18	No
398	113	162	111	269	12	2	7	1	52	44					16	4		21	No
293	148	321	59	416	19	5	14	17	36	185	58	31			82	1	2	8	No
185	76	172	20	290	5	1	4	1	3						6	1		4	No
246	85	71	16	249	19	3	4	2	3	69					10	1	1		No
	125	179	31	275	16	2	7	2	13	101	7				33			5	No
1710	689	1129	288	1983	80	13	41	24	107	474	85	36			147	14	8	11	No

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	PUPILS ATTENDING THE														
	Children between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Children attending the schools.	Boys.	Girls.	SPECIAL.			NUMBER IN THE					
							Indigent chil- dren.	Indian children.	Colored children.	Reading.					
										First or low- est class.	Second or next to low- est class.	Third or middle class.	Fourth or next to high- est class.	Fifth or highest class.	
Welland.															
Bertie	849	762	100	862	487	375	28		12	141	188	188	129	125	
Crowland	556	440	55	495	284	211	16			80	80	92	103	72	
Humberstone	464	342	53	395	221	174	7			56	39	53	64	88	
Pelham	685	586	93	679	336	343	13			87	102	155	179	187	
Stamford	943	740	33	773	415	358			13	133	159	199	136	110	
Thorold	772	637	73	710	377	333	14		4	110	133	129	115	151	
Wainfleet	433	335	55	390	221	169	3		1	54	64	84	58	68	
Willoughby	306	272	19	291	197	94	7		3	40	41	59	44	65	
Total	5008	4114	481	4595	2538	2057	88		53	701	806	959	828	866	
Haldimand.															
Canborough	360	318	42	361	181	180	4			73	47	80	57	41	
Cayuga North	739	526	2	529	276	252	3	6	18	113	113	136	109	59	
Cayuga South	217	185	17	202	109	93	5	2		30	29	50	37	41	
Dunn	255	151	8	159	77	82	1	2		15	22	21	24	23	
Oneida	520	368	15	383	259	124	7			62	74	84	89	58	
Separate School		66		66	39	27				16	11	20	10	9	
Rainham	590	457	50	507	256	251	12			111	144	107	109	78	
Seneca	828	586	69	655	372	283	8	3		184	139	118	166	108	
Moulton and Sherbrooke	745	543	30	573	328	245	3			94	105	124	141	57	
Walpole	1191	883	47	930	526	404				187	194	193	134	93	
Total	5445	4083	281	4364	2423	1941	43	11	18	885	878	935	816	566	
Norfolk.															
Charlottetown	947	696	79	775	406	369				105	107	110	100	87	
Houghton	607	403	39	442	226	216	17			103	85	99	105	51	
Middleton	504	428	48	474	254	220	2			97	62	73	79	60	
Townsend	1816	1433	193	1626	836	790	20			296	285	387	351	323	
Walsingham	1004	897	101	998	537	461	9			143	225	195	182	186	
Windham	763	624	64	688	390	298	13			118	140	145	150	123	
Woodhouse	876	790	34	824	423	401	7	1	1	172	148	186	166	152	
Total	6517	5268	558	5827	3072	2755	66	1	1	1023	1083	1201	1184	962	
Oxford.															
Blandford	408	284	15	299	168	131	7			52	51	83	45	49	
Blenheim	1344	1213	111	1329	744	585	52			308	292	270	179	177	
Dereham	1240	1018	114	1132	599	533	5		10	160	216	246	218	158	
Nissouri East	700	508	69	572	321	251	16		3	107	132	144	130	94	
Norwich	1833	1316	191	1507	797	710	15			288	312	326	312	250	
Oxford North	347	295	28	323	181	142	4			42	69	73	70	68	
Oxford East	690	550	70	620	323	297				99	99	127	129	97	
Oxford West	603	457	36	493	247	246			1	66	87	139	108	104	
Zorra East	879	741	51	792	463	329	21			128	160	165	167	141	
Zorra West	1082	857	82	939	494	445	39			154	178	187	209	187	
Total	9126	7239	767	8006	4337	3669	163		14	1402	1586	1756	1557	1325	
Waterloo.															
Dumfries North	1028	892	64	956	557	399	37			165	179	207	194	211	
Waterloo	2570	2061	83	2144	1208	936	7			576	563	519	346	136	
Wellesley	1260	870	59	929	536	393	8		10	293	212	239	198	63	
Separate Schools		124	1	125	77	48				24	36	31	4	3	
Wilnot	1927	1326	42	1368	776	592	2			342	267	254	128	85	
Woolwich	1103	808	37	845	493	352	14			253	198	193	108	37	
Total	7888	6081	286	6367	3647	2720	68		10	1563	1455	1443	978	534	

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

COMMON SCHOOLS.

OTHER INFORMATION.

DIFFERENT BRANCHES OF EDUCATION.

Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.	No. of Indians.	No. of Colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent of population not able to read & write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.
434	179	318	24	465	12	21	11	7	27	128	51	62		72		1	3	No	
232	119	151	44	238	5	7	7	10	3		1	15		5		2	3	No	
149	70	53	6	141			7		19	60							21	No	
334	113	144	22	319	15	9	9	2	5	89		20	2	4	3	1	5	No	
508	279	363	83	471	27	28	22	17	20		66	40		98		3	17	No	
370	141	214	76	371	28	21	26	11	57	105	40			33		3	12	No	
176	71	96	7	232	1	3	3									2	2	No	
134	29	81	22	135	8		6		7					27	2	1	6	No	
2337	1001	1420	234	2372	101	89	90	47	138	382	158	137	2	241	7	9	10	No	
154	57	64		150		4	1			26							18	No	
235	85	135	16	281	2		5		7					30	108	2	15	No	
99	24	44		110	1					40				8			4	No	
25	9	23	6	30					2						5		8	No	
173	178	6	3															No	
26	24																	No	
217	69	95	30	247	15		14	5	17	12	1	12				3	7	No	
328	136	210	38	344	4	4	13	6	36						25		5	No	
357	98	115	13	270					5	51	8							No	
309	98	100	2	308	1		1		4			3			3		15	No	
1940	778	850	108	1845	23	8	34	11	71	120	9	15	38	139	3	5	10	No	
236	88	190	29	241	7	1	5	1	12			7			2		25		
190	61	180	15	238			2		3	147		3					11	1	
164	56	127	15	206	11		9	4	6								20		
796	321	420	175	740	61	6	25	8	102		44	9	13	5	1	2	2	No	
410	148	300	41	437	21	10	11	2	14	20	17	52					9	No	
343	142	202	42	397	13	10	14	1	32		16	1			1		36	No	
306	117	115	30	289	3	5	6	1	20				10	2	12	1	3	No	
2434	912	1380	847	2555	107	30	69	13	183	167	77	82	15	17	5	2	14	1	
147	48	104		141	4	7	4		32	75		18					9	No	
515	164	307	21	576	8		4		10	309	12	6		7	2		8	5	Dysentery.
476	157	154	25	521	8	2	18		28	65		12		68		12	8	3	Small Pox.
313	101	130	35	315	9	8	7	4	15						2		22	No	
696	295	412	37	696	18	3	9	6	13						1		2	No	
188	55	67	6	202	11	5	2										6	No	
324	152	237	42	327	12	10	10	1	14			20			1		2	No	
309	114	305	60	236	20	8	12	2	62	348		15			4		3	No	
391	182	324	118	448	19	21	11	3	10	1	1	2			6		3	No	
484	150	305	11	598	22	4	5		54							1	33	No	
3843	1328	2354	355	4090	131	69	82	16	238	793	13	73		86	5	3	9	8	
533	204	314	52	574	12	2	16	12	42						1	1	6	No	
1084	254	449	33	1217	7	4	3	4	27	492		184		1	5		12	No	
405	100	81		475			1	2				2		24		1	14		
55				51															
652	177	203	80	721	12	20			64	125	8					1	11	6	Scarlet Fever.
395	148	288	13	440	6		2	2	25	252		43		2	2	1	15	No	
3124	892	1329	178	3478	37	32	22	19	156	870	8	229		27	8	4	11	6	

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	PUPILS ATTENDING THE													
	Children between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Children attending school.	Boys.	Girls.	SPECIAL.			NUMBER IN THE				
							Indigent Children.	Indian Children.	Colored Children.	Reading.				
										First or lowest class.	Second or next to lowest class.	Third or middle class.	Fourth or next to highest class.	Fifth or highest class.
<i>Wellington.</i>														
Amaranth	170	93	2	95	49	46				28	20	25	15	6
Arthur, Luther and Minto } Separate Schools	479	288	5	293	117	176	8			49	55	34	31	5
Eramosa	840	568	36	604	358	246				46	38	73	39	6
Erin	1105	743	75	818	433	385	3			78	74	117	78	91
Garafraxa	663	419	56	475	227	248	5			146	153	241	172	107
Guelph	747	503	22	525	318	207			1	82	84	161	101	43
Maryborough	491	193	21	214	119	95	2			97	122	136	104	74
Nichol.....	833	430	29	659	275	181	6			66	54	46	25	12
Separate School.....		80	5	85	47	38	17			68	71	71	96	48
Peel	843	474	32	506	245	261			36	9	8	9	12	3
Pikington	714	397	115	512	284	228	10			103	99	131	116	65
Puslinch	1203	952	60	1012	542	470			5	147	210	235	233	144
Total.....	7998	5327	472	5799	3137	2662	51		42	1022	1066	1398	1098	644
<i>Grey.</i>														
Artemesia	505	268	15	283	129	154				53	68	67	25	...
Bentnick	717	409	9	418	221	197	5			104	104	105	92	10
Collingwood	70	42	5	47	30	17				14	10	8	9	6
Egremont	448	348	12	360	206	154	2			103	87	83	60	13
Euphrasia	203	204	10	214	99	115				26	66	90	31	1
Glencol	248	212	8	220	132	88				7	43	59	50	30
Holland	404	194	19	213	107	106				1	42	41	86	27
Melancthon and Proton	237	93	17	110	64	46				3	47	35	24	10
Normanby	74	54		54	36	18				26	25	23	82	78
Osprey	155	115	6	120	66	54				40	31	9	2	3
St. Vincent	541	455	42	497	270	227				88	96	114	116	41
Sullivan	133	164	11	175	91	84				5	35	40	45	18
Sydenham	861	603	30	633	327	306				20	23	42	36	9
Total.....	4674	3286	190	3476	1846	1630	7		16	790	790	810	599	151
<i>Perth.</i>														
Blanchard	797	641	47	688	376	312	3			105	126	161	113	64
Downie	780	631	17	648	319	329	7			129	175	114	133	108
Easthope North.....	826	506	24	530	294	236				75	109	114	84	113
Easthope South.....	520	422	44	466	270	196	6			137	135	93	48	14
Ellice	394	314	12	326	183	143				97	112	98	40	21
Fullarton.....	603	431	26	457	255	202	5			102	112	130	82	28
Hibbert	829	196	8	204	99	105					55	29	12	26
Logan	1006	237	9	246	150	96	3			126	90	58	38	25
Mornington.....	559	244	4	248	157	91				71	62	67	32	6
Total.....	6314	3622	191	3813	2103	1710	26			912	974	865	612	405
<i>Waron.</i>														
Ashfield	448	231	7	238	136	102	4			52	66	53	42	6
Biddulph	709	593	15	578	324	254				115	142	141	91	37
Colborne	420	312	16	328	193	135				55	89	90	67	12
Goderich	927	709	33	742	401	341	25			144	141	204	210	53
Hay	280	167	3	170	88	82	8			43	47	18	7	6
Morris and Grey	166													
Hulst	465	321	23	347	207	140				84	85	91	54	34
McGillivray	636	513	19	531	242	272				63	113	125	80	86
McKillop	768	309	4	313	175	138				70	67	71	53	20
Stanley	815	532	29	561	330	231	16			99	113	144	116	79
Stephen	425	298	20	228	128	100				57	47	43	65	16
Tuckersmith	639	508	22	530	284	246				98	97	126	134	54
Usborne	504	345	21	367	210	157				65	95	94	76	24
Wawanosh	425	248	10	258	150	108				49	83	60	51	7
Total.....	7645	972	222	5194	2888	2303	53			1005	1163	1269	1040	443

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

COMMON SCHOOLS.

OTHER INFORMATION.

DIFFERENT BRANCHES OF EDUCATION.

DIFFERENT BRANCHES OF EDUCATION.													No. of Indians.	No. of Colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent of population not able to read & write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.
Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-Keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.							
7	1	3		6											1	5	No		
90	19	27		99							20			2	30	No			
102	57	35		103	2												No		
218	113	159	35	275	17	13	11	4	35				4			14	No		
306	159	278	61	424			4		165						2	1	15	No	
144	25	47	9	187	2												24	No	
321	199	216	75	328	4	9	7	4	23	9	9			9			18	No	
71	27	11		90			1	2						7			35	No	
180	119	111	25	227	13	4	8	2	12					8			1	No	
17	8			30															
177	42	63	5	168				2	6					133	2	1	11	No	
26	122	118	23	250	4	4				46				8	1	1	14	No	
502	233	391	204	515	12	4	8	3	12		10			12		1	12	5	{ Hooping Cough Scarlatina.
2587	1124	1466	433	2702	51	34	38	16	255	55	39	11	4	185	5	5	17	5	
143	15	6		134										90			17	No	
143	47	58		149			1	1	15							1	12	No	
15	8			33													25	No	
12	27	21		116	1									8		1	25	No	
91	23	18	14	101													17	No	
52	13	23		66						20				34			20	3	No
49	16	8		35		1								4	1		46	1	No
28	14	14	14	43										22			21		No
16	23	91	50	50															
24	4	1		33	1										4		36	No	
180	64	74	10	231										1	2	1	16	No	
90	18	15		80										24			17	No	
45	15	3		81															
292	164	153	26	305	11	4	2	2	67					54	3	6	22	3	Scarlet Fever.
1094	427	392	64	1431	13	5	2	3	82	20				237	10	6	23	7	
282	76	91	46	281	2											1	12	No	
250	88	128	12	287	2				12						5		11	No	
224	87	177	52	247	5	7	4			102							15	No	
221	102	130	12	237	4					67	50						36	No	
137	20	24	6	148													23	No	
159	26	57	9	196	1	3	2									1	15	3	Dysentery.
55	19	9		67													16	No	
115	44	59	16	145	14		2	1									20	No	
54	26	17		76													18	No	
1497	497	605	153	1675	28	16	8	1	12	169		50			5	2	18	3	
92	5	3		113							1			1	1	1	27	No	
179	36	34		231	1		1	1									28	No	
139	12	78		169	1											2	9	No	
401	130	134	11	417	7	4	2	2								3	2	10	No
65	7	57	37	79						30	50						38	No	
153	56	71	20	180	4	4		2										22	
205	65	69	2	224	1										1		13	No	
188	32	31	5	158		5		1	5								1	No	
243	74	74		250	7													23	No
125	35	74		98	1	2									1		15	No	
223	88	191	28	241	2												11	No	
170	43	90		172	2												31	No	
116	26	26	6	124												2	14	No	
2290	596	932	109	2456	26	15	3	6	5	30	51			1	8	6	18		

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	Children between 5 and 16 years of age.	PUPILS ATTENDING THE												
		Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Children attending school.	Boys.	Girls.	SPECIAL.			NUMBER IN THE				
							Indigent chil- dren.	Indian children.	Colored children.	Reading.				
										First or low- est class.	Second or next to low- est class.	Third or middle class.	Fourth or next to high- est class.	Fifth or highest class.
<i>Bruce.</i>														
Arran.....	50													
Braut.....	520	161	9	170	81	87				30	33	22	14	8
Bruce.....	50													
Carrick.....	250													
Culross.....	269													
Elderslie.....														
Greenock.....	298	119	9	128	60	68				49	36	21	10	12
Huron.....	231	56	7	63	38	25				17	24	17	5	
Kincardine.....	540	271	18	289	159	130				70	62	70	60	30
Kinloss.....	236	29	4	33	16	17				8	6	10	9	2
Saugeen.....	290	198	1	199	120	79				54	45	50	36	23
Total.....	2787	834	48	882	474	408				228	206	199	131	75
<i>Middlesex.</i>														
Adelaide.....	822	541	43	584	318	266	2			82	112	148	78	33
Carradoc.....	887	595	52	647	347	300				98	101	128	115	156
Delaware.....	320	305	22	327	163	164				56	56	58	50	49
Dorchester, West.....	787	742	80	822	453	339	12			119	139	154	138	133
Ekfrid.....	603	377	34	411	235	176	4			61	60	60	89	88
Lobo.....	897	701	53	754	407	347			1	118	127	131	124	181
London.....	2337	1648	154	1802	958	844	18		26	235	301	429	395	461
Metcalfe.....	345	308	51	359	196	163	1			78	79	81	72	50
Mosa.....	694	542	31	573	332	241	3			103	107	119	87	115
Nissouri, West.....	762	625	25	650	324	326	6			104	104	103	126	47
Westminster.....	1531	1120	81	1201	728	473	20		29	107	282	234	280	275
Separate School.....		63	3	66	34	32	2			6	8	8	14	30
Williams.....	624	542	31	573	303	270	1			65	69	81	90	151
Separate School.....														
Total.....	10609	8109	680	8769	4798	3971	60		47	1285	1545	1794	1577	1774
<i>Elgin.</i>														
Aldborough.....	379	244	29	273	151	122				38	52	63	54	56
Bayham.....	1231	943	110	1053	556	497			13	186	186	180	212	183
Dorchester South.....	405	346	38	384	215	169			15	97	65	63	119	41
Dunwich.....	880	458	49	507	297	210			6	57	98	91	92	132
Malahide.....	1153	1237	166	1403	752	651			17	254	204	285	274	321
Southwold.....	1633	1427	122	1549	851	698			22	247	249	269	299	264
Yarmouth.....	1562	1199	80	1379	861	518			7	182	244	307	251	290
Total.....	7043	5854	694	6548	3638	2815			80	1061	1098	1263	1331	1227
<i>Kent.</i>														
Camden and Zone.....	669	480	50	530	296	234	3			72	109	88	113	7
Chatham.....	519	412	17	429	234	195				71	70	64	59	108
Dover.....	555	338	26	364	184	180	16			75	70	71	49	29
Harwich.....	848	596	52	648	347	301			6	109	105	126	127	170
Howard.....	1911	776	55	831	435	396	6			128	153	153	139	131
Oxford.....	449	347	58	405	216	180	4			56	55	97	72	104
Raleigh.....	900	629	40	669	426	243	40		110	108	110	196	169	97
Romney.....	170	84		84	56	28				14	20	28	11	10
Tilbury East.....	270	181	8	189	105	84	4		12	46	33	33	30	16
Total.....	6391	3843	306	4149	2299	1850	73		128	679	725	856	769	762

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

COMMON SCHOOLS.

OTHER INFORMATION.

DIFFERENT BRANCHES OF EDUCATION.

Arithmetic.	Grammar.	Geography.	History.	Writing.	Book Keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.	No. of Indians.	No. of colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent of population not able to read & write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.
56	9	122	8	51										1			10	No	
29	8	17		47													20	No	
13		6		28						18		2					15		
105	31	88		140	7											1	10		
9	1	1		14													10		
78	45	50		82						14			1	5	3		15	4	
290	94	134	8	302	7					82		2	1	6	3	1	13	4	
206	88	104	18	194	4			1							2	2	12	No	Dysentery.
272	74	187	30	263	6	5	5	2	40	19		10	1	3	1	1	6		
132	50	75	3	185										10			No		
369	111	159	113	358	14	5	3		43								29	No	
208	84	67	2	234	5												7	5	Bl's. Fever.
381	114	203	5	383	5	4	13	10						7	7	5	5	No	
1072	413	686	200	991	78	59	48	31	64	50	34	14	4	37		1	23		
178	80	126	3	155	5	1	2	1		5							5		Fever & Ague.
231	85	86	54	274	11	2	3	1	20	110				2			5	4	Dysentery.
240	66	112	17	261	2		2	2									20	No	S. Fever.
655	396	403	99	715	83	15	41	15	24	109	5	5		99	1	1	9	No	
38	11	30		40	4					1									
250	125	172	1	272	15	7	16	4	28	20					2		10	No	
4172	1697	2413	545	4275	182	98	139	66	222	313	39	30	5	158	12	12	11	20	
143	52	33	1	177	4					18	1				1		4	No	
395	139	198	126	436	4		3		2	78					1		10	No	
142	35	88	18	176		6	8		3	51					1		11	No	
186	98	113	34	149	8	1	7	1	34						1		16	No	
937	282	575	203	192	80	47	70	11	77	235	20	93		10	2	1	12	No	
686	256	482	134	764	7	12	27	12	89	263	1				5	1	12	No	
827	228	600	124	832	15	19	21	10	16	40		10		1	2	3	5	No	
3216	1081	2059	640	3326	124	76	136	34	221	750	22	106		12	12	5	9	No	
163	57	94	69	204	6	11							11	57	200		8	No	
208	69	53	22	237	6	10				42					94		20	No	
129	11	36		159	2	1									54	2	7	No	
324	140	176	47	366	9		4		16	12					125		48	No	
375	135	190	32	399	11		15		36	102		16			5	2	8	No	
270	62	77	11	277	6	3	4	8								1		No	
446	122	333	17	449	7		8		2	9	8	4		291			10	No	
43	2	6		55													15	No	
54	16	41		81	2									17			10	No	
2012	614	1011	159	2118	49	25	31	8	54	165	8	31	57	786	5	7	17	No	

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS & CITIES.	PUPILS ATTENDING THE													
	Children between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of children attending the schools.	Boys.	Girls.	SPECIAL.			NUMBER IN THE				
							Indigent chil- dren.	Indian children.	Colored children.	Reading.				
										First or low- est class.	Second or next to low- est class.	Third or middle class	Fourth or next to high- est class.	Fifth or highest class.
<i>Lambton.</i>														
Bosanquet	476	364	57	421	232	189	1			81	117	91	75	28
Brooke	235	73	19	92	46	46				3	13	23	12	3
Dawn	204	164	20	184	99	85				36	35	29	20	36
Enniskillen	46	24	1	25	12	13				6	5	12	2	
Euphemia	561	394	61	455	229	226				95	93	99	102	61
Moore	587	350	10	360	205	155				73	88	101	60	34
Plympton	668	435	15	450	241	209				82	98	102	85	65
Sarnia	460	284	8	292	157	135				65	54	95	77	29
Sombra	534	380	39	419	218	201				68	72	125	96	37
Warwick	913	511	70	581	297	284	3			104	138	49	77	78
Total	4684	2979	300	3279	1736	1543	4			613	713	726	606	376
<i>Essex.</i>														
Anderdon	340	37	6	43	23	20	6		43	39	25	34	16	12
Colchester	529	473	50	523	258	265	21		112	82	91	116	101	59
Gosfield	576	520	75	595	320	275	4			80	129	164	135	74
Maidstone	348	290	5	295	181	114	3		1	63	88	65	45	41
Malden	659	179	8	187	147	40	4			9	22	27	17	2
Separate School		45	1	46	32	14				13	9	11	7	
Mersca	416	251	31	282	155	127				47	60	78	62	84
Rochester	416	199	1	200	102	98				83	72	36	7	3
Sandwich	1403	711	40	760	436	324	25			206	157	208	112	13
Tilbury West	207	131	6	137	83	54	2			45	40	48	4	
Total	4894	2727	231	2958	1708	1250	65		156	667	693	787	506	243
<i>The Cities.</i>														
Toronto	11000	4058	29	4087	2239	1848			89	1577	876	850	487	206
Hamilton	4800	3003	23	3026	1879	1147	16			833	973	616	478	126
Kingston	3800	1317	29	1346	883	463				242	244	336	290	272
Separate School		665	5	670	430	240	350			119	100	105	96	95
London	3600	1795	28	1823	1104	719				479	382	403	223	331
Ottawa	2800	1067	24	1091	642	449				208	190	270	212	96
Total	26000	11739	220	11959	7060	4899	366		89	2585	2475	2203	1569	1072

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

COMMON SCHOOLS.

OTHER INFORMATION.

DIFFERENT BRANCHES OF EDUCATION.

Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Drawing.	Other Studies.	No. of Indians.	No. of colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent. of population not able to read & write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.
173	89	103		206	2		3							1			13		
49	10	7		37										3			15	No	
3	16	22	4	77	3									80			4	No	
182	6	2		10												3			
	66	59		222	4									58	1		10		
	52	60	2	169	3					43	5			20	2				
200	63	73	15	232	2	5	5						6	1	2		12	No	
128	80	77	40	142	2			1						14			17	No	
184	71	61	12	208	1	1	1								2		9		
195	89	79	18	248	5	1		4	5	139							8	2	Dysentery.
1114	542	534	91	1531	22	7	9	5	5	182	5		6	177	7	3	11	2	
40	18	25	10	54	1	1							70	300				No	
214	75	123	23	236	14		1	1						500			23	No	
247	87	132		310	4					143				46	1	1	2	No	
82	30	48	17	93				1						80	1		26	No	
56	16	6		61	1									110			50	No	
18	18	7		27														No	
114	18	15		141	5								52				13	No	
68	23	51	10	97			1	1	1						1		12	No	
328	162	138	47	370	6			5			15					1	45	No	
36				42										8	1		79	No	
1232	447	545	107	1431	31	1	2	8	1	143	17	52	70	1044	4	2	31	No	
2233	1666	3157	1457	1987	98	73	64	75	343	3562	1391							No	
2139	956	2080	630	3026	83	71	60	52	107	3020	4721	2520				275		No	
788	451	495	175	750	4	26	35	13	160	170	2	30						No	
373	268	225	226	298	24	29	30	17	30	308	14							No	
1669	951	1744	198	1251	46	127	133	29	450	1813	131	89						No	
690	161	142	78	428	33	15	3	6	23										
6736	3554	6545	1564	7041	331	339	304	149	1031	6253	5240	2844		275					

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	PUPILS ATTENDING THE													
	Children between 5 and 16 years of age.	Pupils between 5 and 17 years of age.	Pupils of other ages.	Total No. of children attending the schools.	Boys.	Girls.	SPECIAL.			NUMBER IN THE				
							Indigent chil- dren.	Indian children.	Colored children.	Reading.				
										First or low- est class.	Second or next to low- est class.	Third or middle class.	Fourth or next to high- est class.	Fifth or highest class.
<i>Towns.</i>														
Belleville	1436	672	82	754	427	327				179	120	108	95	95
Separate School		305		305	150	155			18	194	91	56	28	28
Brantford	1275	941	24	965	568	397	50			168	160	254	192	65
Separate School		126		126	74	52				40	30	36	20	
Brockville	1100	689	15	704	384	320	34			120	150	160	134	150
Separate School		227	20	247	153	94	12			25	36	45	35	18
Chatham	870	550	40	590	300	290	20			101	115	95	123	169
Separate School		90		90	28	62				18	21	19	12	20
Cobourg	961	379	5	384	245	139	16			41	71	57	32	48
Cornwall	476	345	8	353	213	140	27			22	41	57	50	60
Dundas	924	260		260	180	80	40			20	40	30	40	130
Goderich	700	444	9	453	252	201				194	214	104	49	51
Niagara	818	280		280	168	112	45			110	97	110	92	56
Separate School		141		141	109	32	10							56
Perth	500	374	15	389	205	184				84	76	68	58	
Peterboro'	609	469	20	489	294	195	10			70	90	107	124	80
Pictou	473	362	7	369	200	169				73	39	38	59	31
Separate School		84		84	40	44	3							
Port Hope	1100	408	7	415	269	146	1			79	73	31	77	46
Prescott	609	112	24	136	82	54	37			6	22	40	40	23
Separate School		211	6	217	128	89				48	46	63	37	23
St. Catharines	1386	747	40	787	432	355	25			213	99	92	90	71
Whitby	508	431	12	443	236	207	8			64	87	103	81	38
Total	13736	7658	232	7890	4527	3363	324		18	1587	1559	1542	1345	1171
<i>Town Municipalities.</i>														
Amherstburgh	600	175	18	193	94	99	13			23	34	45	35	32
Separate School		168	4	172	100	72				50	38	46	39	
Barrie	400	247	2	249	92	157				65	51	47		
Guelph	960	487	26	507	336	171	28		2	97	113	153	86	32
Separate School		260	6	266	146	120	1			60	40	17	36	8
Simcoe	620	254		256	135	121				86	32	50	55	22
Woodstock	720	600	50	650	420	230	46			155	156	153	69	128
Total	3200	2023	98	2121	1223	898	88		2	494	426	465	281	222
<i>Villages.</i>														
Berlin	368	259		259	146	113				72	46	62	48	41
Bowmanville	350	330		330	270	60	10			40	72	90	76	26
Brampton	288	244	9	253	151	102				56	62	44	44	48
Caledonia	262	137		137	92	45	15			31	26	37	24	19
Chippewa	343	247	7	254	153	101				39	62	38	40	75
Galt	693	662	11	673	347	326	1			98	81	79	66	71
Ingersoll	500	250	50	300	170	130	10			91	80	54	40	35
Napanee	366	206	14	220	116	104				28	68	44	44	36
Oshawa	320	179	21	206	120	86	3			21	34	45	56	44
Paris	613	545	2	547	299	248				115	70	71	45	76
Preston	335	214		214	120	94	1			64	59	34	24	15
St. Mary's	324	259	2	261	125	136				64	63	49	33	50
St. Thomas	431	314	10	324	158	166	10			62	34	67	30	25
Smith's Falls	276	136	12	148	99	49	2			10	12	30	40	20
Stratford	429	236		236	110	126	8			59	48	56	44	17
Thorold	403	265	7	272	200	72	8			30	41	88	65	52
Separate School		107	9	116	59	57				28	26	15	22	25
Trenton	360	327		327	186	141				61	96	78	66	66
Vienna	271	161	8	169	86	83				18	31	31	40	37
Windsor	324	120		120	83	37				37	28	17	19	19
Yorkville	350	269	11	280	176	104				62	67	60	39	52
Total	7606	5467	173	5840	3266	2374	68			1076	1106	1089	905	840

OF UPPER CANADA, 1855.

PART II.—Table B.—(Continued.)

COMMON SCHOOLS.

OTHER INFORMATION.

DIFFERENT BRANCHES OF EDUCATION.

Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-Keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Drawing.	Other Studies.	No. of Indians.	No. of Colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent of population not able to read & write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.
308	242	328	88	515	39	1	2	3	28	210	50	21	2	20	2	2	.....	No	
201	201	305	28	201	3		2	3	26					100			.....	No	
659	452	647	404	537	15	40	236	96	96	116	96	105					.....	No	
31	15	12		39													.....	No	
400	130	150	50	400	250	100											.....	No	
48	30	50		66	4												.....	No	
390	282	419	158	438	97	8	13	4	49		30	78		750			.....	No	
30	15	35	20	27													.....	No	
159	66	72	41	201	11	7		1	53		10			15	4		.....	No	
180	116	157	42	192	20			3	18					12			.....	No	
200	200	240	100	240	64	20	20	20	20								.....	No	
321	111	185	48	285	5	2	9	36		200	20	36	1				.....	No	
190	152	194	56	205	5	2	4	3	30					200	4	2	.....	No	
93	22	15		93	8	3	1	5									.....	No	
338	338	338	56	338	26	6											.....	No	
313	189	281	125	312	11	22	24	12	50	40	32						.....	No	
187	91	130	34	200	7		8	8		369				200			.....	No	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5				.....	No	
155	46	65	61	150	4	4	15	4	20					20	3		.....	No	
30	40	66	12	74			2			78				15			.....	No	
106	60	48	18	126	5			5									.....	No	
297	104	139	41	305	35	20	28	11	60	145	21	24		520	1		.....	No	
293	150	145	71	242	5		5	2	20	162				17			.....	No	
4671	2748	3645	1360	4608	336	132	367	165	480	1050	209	268	8	1869	14	4	11		
84	33	36	12	95	12	5	4	2						500				Measles and Diarrhoea very fatal—a number of deaths.	
60	56	41		89									50						
255	100	58	31	220	4	10	3	7	6	25	17			10			33	No	
60	36	70	8	75	7	5	5	4	30	45								No	
154	46	116	29	143	6	4	2	2	18				8	20			20	No	
650	295	850	155	590	49	65	56	10	189	650	540			10			3	No	
1208	510	930	235	1124	78	89	70	25	143	720	563	58		540			17	No	
146	100	95	36	146	6		5	5	72	90								No	
225	32	219		210														No	
124	98	131	45	152	6		17	6	1									No	
78	22	43	8	95										10				No	
183	63	116		149	3													No	
251	145	115	71	238	4	2	17	21	79	673				20		1		No	
129	45	45	35	160	2		3		35									No	
97	29	45	9	86														No	
179	145	145	44	179	39	6	27	15	44		44	16			1	1		No	
250	190	250	76	204	21		20	11	75					24				No	
107	62	186	17	117			7	5	14		30				1			No	
4	61	80		92	7		2	1	26					12				No	
112	74	140	35	174			4		35	180	22	53		25				No	
54	30	86	20	120	4	6	5	10										No	
88	68	64	6	101										5	1			No	
139	53	92	11	152	9	3	6							30	1	1		No	
53	25	8	14	45												1		No	
156	173	118		180										3				No	
130	40	150	77	86		5	20		20					8				No	
28	9	10		50	3									180				No	
151	52	127	42	161	1	1	1	1		132	132			40	1			No	
2721	1496	2215	546	2887	105	21	135	76	399	1075	228	69		857	5	4	9	12	

Small Pox.

OF UPPER CANADA, 1855.

PART II.—Table B.—(Summary.)

COMMON SCHOOLS.

OTHER INFORMATION.

DIFFERENT BRANCHES OF EDUCATION.

Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-Keeping.	Mensuration.	Algebra.	Geometry.	Elements of Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.	No. of Indians.	No. of Colored People.	No. of Deaf and Dumb.	No. of Blind.	Per cent of population not able to read & write.	Any extraordinary Mortality among children.	Cause or Prevalent Disease.	
1491	640	550	201	1828	54	14	20	8	27	17	73	34	2	11	12	9	19	No	H. Cough. Scarlet Fever. Do.	
1137	494	408	43	1424	24	5	3	1	3				2	18	17	5	20	No		
1419	566	631	140	1363	43	24	31	21	2				4	10	3	1	21	No	Scarlet Fever. S. F. and Measles.	
1010	461	379	244	1024	65	15	24	8	39		3	7		9	1	4	38	No		
269	151	132	54	314	13	12	7	9	56	46			9	6		1	3	No	Scarlet Fever.	
1884	550	1078	111	2133	54	23	22	17	71		2	25	8	3	8	3	23	No		
1816	636	689	142	2172	52	12	19	10	27		40	40					8	2	Scarlet Fever. S. F. and Measles.	
2775	882	1143	393	3517	73	9	13	15	43		27	3	460	14	1	12	10	17		18
2991	918	991	142	2977	54	37	36	28	52		129	2	4			11	10	10	5	
894	253	289	56	1093	21	23	1	6			141			6	1	2	2	30	No	
1557	577	582	147	1936	24	3	18	14	37		66	3		13	52	18	7	15	2	
1718	729	763	225	1653	71	12	57	38	97		33			28	13	3	3	8	6	
771	409	594	193	857	50	5	11	11	63		14			31		5	5	2	21	No
2465	957	1777	493	2637	160	69	118	50	194		356	6	29	27	10	15	6	7	No	
2993	1277	1663	677	2733	107	19	81	31	351		780	10	38	276	7	4	4	15	No	
3154	793	1311	128	3234	80	10	17	6	83		470			83	4	12	18	14	15	No
2922	987	1156	229	2357	100	30	56	30	78		315			24		13	9	16	No	
1382	374	474	207	1039	42	27	32	10	101		96	10	30			6	6	5	16	No
1383	279	311	693	1115	10	8	1	5	50		17					2	2	2	No	S. F. & Typhus. Scarlet Fever.
3587	1943	1596	451	3290	113	44	109	65	215		377	73	101	203		14	3	18	No	
536	222	3409	912	5921	272	114	135	99	265		524	44	99	1	199	25	22	15	12	S. F. & Typhus. Scarlet Fever.
2912	865	1351	164	2720	149	65	63	25	53		88	69	11			23	9	5	11		6
2993	766	882	198	2900	57	21	25	10	30		322	3	26	2	106	7	6	28	No	Scarlet Fever.
2234	1011	1476	372	2415	109	50	80	30	200		377	38	29			61	8		17		No
2327	999	1138	188	2535	94	33	31	9	113		201			11		92	7	5	10	2
1187	941	1341	330	2299	87	21	87	32	76		70	62	9	71	77	5	2	13	No	Scarlet Fever.
1110	681	1129	298	1933	80	13	41	24	107		474	85	36		147	14	8	11	No	
2943	1001	1429	284	2372	161	89	90	47	138		332	158	137	3	241	7	9	10	No	Dys. & Small Pox. Scarlet Fever. H. C. & S. Fever. Dysentery.
1100	778	850	108	1345	23	8	34	11	71		129	9	15	38	139	3	7	10	No	
2904	912	1380	847	2555	107	30	69	13	183		167	77	82	15	17	5	2	14	No	Dys. & Small Pox. Scarlet Fever. H. C. & S. Fever. Dysentery.
3803	1228	2354	355	4090	131	69	82	18	239		793	13	73		86	5	8	9	8	
3119	892	1329	178	3478	37	32	22	19	166		870	8	229		27	8	4	11	6	
2930	1124	1435	435	2792	54	34	38	15	235		55	39	11	4	185	5	5	17	5	Dys. & Small Pox. Scarlet Fever. H. C. & S. Fever. Dysentery.
1100	427	392	64	1431	13	5	2	3	82		20				237	10	6	23	7	
1100	497	605	153	1675	28	10	8	1	12		169			50		5	2	18	3	Dys. B. F. & S. F.
220	597	932	109	2456	29	15	3	6	5		30	51			1	8	6	18	several	
2	34	134	8	362	7				222		32			2	1	6	3	1	13	H. C.
4172	1397	2105	515	4775	182	95	159	66	222		313	30	30	5	153	12	12	11	20	Dys. B. F. & S. F.
3216	1081	2049	640	3326	124	76	136	34	221		750	22	106		12	12	5	9	No	
2012	614	1011	159	2218	49	25	31	8	54		165	8	31	57	786	5	7	17	No	
1114	542	534	91	1551	22	7	9	5	5		182	5		6	177	7	3	11	2	
1332	445	545	107	1431	31	1	2	8	1		143	17	52	70	1044	4	2	31	No	
8885	32972	44956	10255	95512	3018	1220	1803	865	4092		9145	980	1992	823	3994	336	214	16	104	
193360	44390	58291	13969	111172	3398	1810	2699	127	1195		18243	7220	4981	831	7035	355	222	13	116	
87301	34331	50623	11260	95992	3363	1502	2277	126	5136		10373	1616	2103							
16535	6020	7668	2700	15180	505	308	422	11	1059		7870	5604	287							

PART II.—Table C.

THE COMMON SCHOOLS

TOWNSHIPS.	NUMBER OF													
	Number of school sections.	YEARS WHEN												
		No. of schools open.	No. of schools closed or not reported.	No. of free schools.	No. of schools partly free.	No. of schools at 1s. 3d. rate-bill per month.	No. of schools at a less rate-bill than 1s. 3d. per mo.	Before 1816.	1816.	1817.	1818.	1819.	1820.	1821.
<i>Glengarry.</i>														
Charlottenburgh	18	15	3	1	6	5	2	4			1	2		
Kenyon	15	13	2			1	12							
Lancaster	13	13		7	2	2	1							
Lochiel	17	14	3				2	2		1		2		
Total	63	55	8	8	8	8	17	6	2	1	1	4	1	1
<i>Stormont.</i>														
Cornwall	22	22		4	9	5	10					1		
Finch	6	6		2	4	3	1							
Osnabrock	25	23	2	12	10	3	8	1						
Roxborough	10	10		3	6	3	4							
Total	63	61	2	21	29	14	23	1				1		3
<i>Dundas.</i>														
Matilda	21	21		16	2	5								2
Mountain	18	15	3	8	7	2	5							
Williamsburgh	18	17	1	5	5	7	4	2				1		
Winchester	13	13		10	1		2					1		
Total	70	66	4	39	15	14	11	2				1	1	2
<i>Prescott.</i>														
Alfred	4	4		4										
Caledonia	4	4				4								1
Hawkesbury East	17	17		14	2	1	2							
Hawkesbury West	9	9		2	2	2	1						1	
Longueuil	6	6		6			1							
Plantagenet North	8	8		8			1							
Plantagenet South	3	3		3								1		
Total	51	51		41	4	7	3	2				1		1
<i>Russell.</i>														
Cambridge and Russell	6	6		5	1		2							
Clarence	2	2		2										
Cumberland	7	7		6	1		1							
Total	15	15		13	2		3							
<i>Carleton.</i>														
Fitzroy	9	9		4	4	3	1							1
Gloucester	14	14		9	4		4							1
Goulbourn	13	13		1						1		2	1	
Gower North	9	8	1	3	4	2	1							
Huntley	8	7	1	1	2		2							
March	2	2												
Marlborough	10	9	1	4										
Nepean	13	11	2	4	7	8								1
Osgoode	15	15		5	8	1	4							
Torbolton	3	1	2			1								
Total	96	80	7	31	29	15	12					1	2	1

TOWNSHIPS.	Number of school sections.	NUMBER OF																				
														YEARS WHEN								
		No. of schools open.	No. of schools closed or not reported	No. of free schools.	No. of schools partly free.	No. of schools at 1s. 3d. rate-hill per month.	No. of schools at a less rate-bill than 1s. 3d. & no. before 1816.	1816.	1817.	1818.	1819.	1820.	1821.	1822.	1823.	1824.	1825.	1826.	1827.	1828.	1829.	1830.
<i>Grenville.</i>																						
Augusta	25	25		9	13	2	15					1				1	1				1	
Edwardsburgh	18	18			4	3	3	1														
Gower South	5	4	1	2	2									1							1	
Oxford	22	21	1	9	11	4	8															
Wolford	14	11	1	4	5	3	5	1												1		
Total	84	81	3	33	37	11	28	1	1			1			1	1	1				2	1
<i>Leeds.</i>																						
Bastard and Burgess South	18	18		4	3	7	5	2				1		1						2		
Crosby North	7	7		1	5	4	1															
Crosby South	7	7		4	1	1	1															
Elizabethtown	20	25	1	4	16	12	4	3	2					1				1	1	1		2
Elnesley South	5	5		1	3	2	2															
Kitley	17	17		9	4	8						1									2	
Leeds and Lansdowne front	17	17		9	7		8													1	1	
Leeds and Lansdowne rear	11	10	1	3	6	3	3	1				1								1	1	
Yonge and Escott front	18	17	1	9	7	3	3	2										1			1	
Yonge and Escott rear	9	8	1	4	2	1	1															
Total	130	131	4	48	54	41	30	8	2			3		2				2	1	3		7
<i>Lanark.</i>																						
Bathurst	12	12		4	7	6	1							1			1					
Beckwith	12	12		4	7	5	2							1	2		1			1	1	
Burgess North	3	3		3																		
Dalhousie and Lanark	7	7		4	2	2												1				
Darling	3	3		1	2	1	1															
Drummond	10	10			8	6	2						1	1			1	2	1			1
Elnesley North	7	7		3	3	2	1															
Lanark	12	12		2	6	3	3															
Montague	16	16		7	5	1	4					1									1	
Packenham	5	5		2	1	1																
Ramsay	13	13		5	7	4	3													1		1
Sherbrooke North	3	1	2		1		1								1							
Sherbrooke South	4	3	1	2	1		1															
Total	107	104	3	37	50	31	19					1	1	2	4	2	5	1		1	1	4
<i>Renfrew.</i>																						
Adamston	4	4		2	2		2															
Bagot and Blithfield	4	4		2	2		2															
Bronley and Wilberforce	8	8		6																		
Brougham and Grattan	3	3																				
Horton	2	2		2																		
McNab	6	6		1	3	2	3															
Pembroke and Stafford	5	5		3	2	1																
Ross	3	3			3	2	1															
Westmeath	7	7		4	3	3																
Total	42	42		20	15	8	8															
<i>Frontenac.</i>																						
Bedford	3	3		2																		
Kingston	20	18	2	2	13	11	3	1								2	7	1				
Loughborough	8	7	1	2	2																	
Pittsburgh and Howe Island	18	15	3	7	4		2															
Portland & Hinchinbrooke	13	11	2	5	6	2	4									1						
Storrington	6	6		2	1		3															
Wolfe Island	15	12	3		5	3	8															
Total	83	72	11	22	31	16	21	1								3	7	1				

ESTABLISHED.

1831.	1832.	1833.	1834.	1835.	1836.	1837.	1838.	1839.	1840.	1841.	1842.	1843.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	Not reported.
1				2	1	1	2		2	2	1	1	1	2		1	1			1	1		2		5
										2	1	1	1			1			1				2		4
					1	1					1	1	1			1									1
1				2	2	2	3	1	7	3	4	3	3	5		7	3		2	1	3	2	5		10
1				1			1		1		1	1	3	2	2	1	1			1					
							1				4	2	1	1					2			1			7
			2	2	1			1	2			2	1	2	1	1	1		1	1	1	2			1
									1	1				2					1	2				2	1
					1		1			1	1	1	1	1	3				1	3	1		1	1	1
1			2	3	2	1	1	1	5	1	9	6	11	1	7	2	2	1	4	7	1	3	2	4	9
					1	1					1	2	1						1						1
						1			1	1	1	2	1					1							
1		1	1				1				1		1							1					2
																									9
2	1			1															1	1	1				2
2	1			1	1		1						3						1						1
3	3	1	1	2	2	1	2	1	4	2	7	7	7	4	2	2	6	1	3	3	1	1	1	3	16
												1										1	1		1
				1			1												1	3	1		1	2	2
																			1						
						2													1	1		1			
				1			1		1	1									1	1		1	1		1
																			1						1
				1																					3
				2	1	2	1	1		1	3	1		1	1	2		4	5	1	1	3	3	7	2
					1							1							1						1
	2	1	1		1				2	2			1	1							2				1
							1				1		1	1	3	2	1		2	2					4
	1						1				1		1	1		2			1						1
											1		1	2					2						1
1	3	1	1	1	1		2	2	3	1	3	3	6	1	3	4	2	3	5	4		2	1	1	14

PART II.—Table C.—(Continued.)

THE COMMON SCHOOLS

[illegible]

OF UPPER CANADA, 1855.

PART II.—Table C.—(Continued.)

COMMON SCHOOLS.

ESTABLISHED.

1831.	1832.	1833.	1834.	1835.	1836.	1837.	1838.	1839.	1840.	1841.	1842.	1843.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	Not reported.
			1	1			1	2	1		2	3	1	5	2	1		2	1		1	1			2
	1			1	1	1			2		1	1	1	1	1	2	1	1	1	1					1
	1		1	3	1		1	2	5		3	6	5	6	3	3	2	5	2	2	1	1			3
1					1	1				1															
			1	1			1							1	2	1	1	1	2						2
1			1	1	1	1	1		1	1				2	2	1	1	1	2						2
	1	1	1		1	1	2				1	2										2	1		
	2	1			1	4	1	1	1	2	1	3	2	2	1							1	1		
			1		1	1		1	1	2	3	1	3	2	2				1						
	4	2	3		3	6	2	2	6	5	10	6	4	6	2	2			1			3	1		
			1	1	1			1		1	3	2	1		2	1	1	1	1	1	1	4	1	3	
		1					1					1	1			2	1	1	1		1	1	1	2	1
		1	1	1		1	1		1	1	1	1	1		2	1	1	2	1	1	1	1	2	1	1
	2	1	1	1	1	1	1	2	3	1	1	1	1	1	2	1	2	2	1	1	1	1	1	1	1
	3		2	3	4	2	2	4	5	1	9	2	5	1	8	10	6	6	3	9	6	4	5	6	7
	1			1		1		1	4	3	2		1	2	3	1		1	2	1	1				2
	1		1	1		1		1	1	2	1	4	2	1	1	3	1	1	1	1	1		1		1
		1	1				2	3	1			1	1		1	1	2			1	2				
						1		1	1	1		1	1	3	1			2		1	1	1			
		1				1	1	1	1	2	1	1	1	1	1			1	2	1		1	1		
	2		4	2	2	5	3	1	8	8	13	6	8	5	6	6	5	1	8	3	5		3		3
	2		1		1			1	2	1	1	3	3	2	2	1	1	2	1	3	2	1		1	1
		1	2		1			1				2	2	1	2			2	1	1		1		1	1
									1			1	2	1	1			2	2	1	2		2	1	
2		1	3	1	2		1	2	2	2	1	9	10	5	6	5	6	6	3	6	4	1	3	5	

PART II.—Table C.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	NUMBER OF																						
	Number of school sections.	YEARS WHEN																					
		No. of schools open.	No. of schools closed or not reported.	No. of free schools.	No. of schools partly free.	No. of schools at 1s. 3d. rate-bill per month.	No. of schools at a less rate-bill than 1s. 3d. pmo. Before 1816.	1816.	1817.	1818.	1819.	1820.	1821.	1822.	1823.	1824.	1825.	1826.	1827.	1828.	1829.	1830.	
<i>Peterborough.</i>																							
Asphodel	8	8		7	1		1																
Belmont and Methuen	2	2		1	1		1																
Douro	8	8		6	2		2																
Dummer and Burleigh	6	6		6																			
Ennismore	3	3					1												1				
Monaghan North	3	3			3	2													1				
Otonabee	12	12		4	8	4	4															1	
Smith and Harvey	8	8		2	6	4	2																
Total	50	50		26	21	10	11												2				1
<i>Victoria.</i>																							
Eldon	6	6		4	1	1																	
Emily	13	12	1	8	2		2															1	
Fenelon	2	2		1	1		1																
Mariposa	19	17	2	6	7	6	1				1												
Ops.	11	9	2	8	1																		
Verulam	3	3		3																			
Total	54	49	5	30	12	7	4				1												1
<i>Ontario.</i>																							
Brook	16	15	1	5	3		3																
Mara and Rama	5	5		5																			
Pickering	23	23		7	16	12	4																
Reach	15	15		3	12	5	8																
Scott	4	4		4																			
Scugog Island	2	2		1		1																	
Thorah	5	5			5																		
Uxbridge	7	7		3	4	3	1																
Whitby	19	19		5	12	15	1																
Total	96	95	1	33	53	34	17																
<i>York.</i>																							
Etobicoke	9	9		3	5	6																	1
Georgina	5	5	1	3	1		3																
Gwillimbury North	3	3			3	3																	
Gwillimbury East	12	12		1	11	11			1		1				1								
King	21	19	2	3	16	11	3														1	2	
Markham	26	24	2	3	21		12																
Scarboro'	11	11		2	4	5	4																
Vaughan	18	18		1	16	17	2													1			
Whitechurch	17	16	1	5	9	8	2																
York	19	19		4	15	13	2	1	1											1	1		
Total	141	135	6	25	105	74	26	3	2		1					1	2				2	2	3
<i>Peel.</i>																							
Albion	13	13		4	9		6																
Caledon	14	13	1	5	8	6	3															1	
Chinguacousy	24	24		4	19	17	1																
Gore of Toronto	3	3			2	3																	
Toronto	22	21	1	2	19	15	4									2				1	2	1	
Total	76	74	2	15	57	41	14									2					1	2	2

PART II.—Table C.—(Continued.)

THE COMMON SCHOOLS

NUMBER OF

YEARS WHEN

TOWNSHIPS.

		Number of school sections.		YEARS WHEN																			
TOWNSHIPS.		No. of schools open.	No. of schools closed or not reported.	No. of free schools.	No. of schools partly free.	No. of schools at 1s. 3d. rate-bill per month.	No. of schools at a less rate-bill than 1s. 3d. pmo.	Before 1816.	1816.	1817.	1818.	1819.	1820.	1821.	1822.	1823.	1824.	1825.	1826.	1827.	1828.	1829.	1830.
<i>Simcoe.</i>																							
Adjala	8	7	1	3	4	1	3																1
Essa	2	2		2	4	3	1																
Flos	15	14	1	4	9	8	1																
Gwillimbury West	11	8	3	4	2	2																	
Innisfil	5	3	2	1	2	1																	
Medonté	11	10	1	3	3	1	2																
Mono	6	3	3		1	1	1																
Mulmur	9	9		5	2	1	1																
Nottawasaga	2	2			2		1																
Orillia and Matchedash	9	7	2	4	2		2																
Oro	2	2		2																			
Sunnidale	3	3		1	1	1																	
Tay and King	14	14		4	8	3	6																
Tecumseth	3	3		2																			
Tossorontio	3	3																					
Vespra	6	5	1	4	1	1																	
Total	113	99	14	41	41	20	20																1
<i>Halton.</i>																							
Esquesing	17	17		2	14	10	4					1											
Nassagaweya	7	7			7	4	3																
Nelson	14	14			14												2						1
Trafalgar	16	16		3	13	12	1	2												1			1
Total	54	54		5	48	26	8	2				1					2			1			2
<i>Wentworth.</i>																							
Ancaster	13	13		1	8	8	1								1								
Barton	5	3	2		2	2																	
Beverly	18	18		4	13	12	1					1	1						1				
Binbrooke	6	6		1	5	3	2																
Flamborough East	6	5	1	1	3	1	2																
Flamborough West	10	9	1	1	4	2	1																
Glanford	6	6			6	6													1				
Saltfleet	11	11		3	6	6	1									1					1	1	1
Total	75	71	4	11	47	40	6	2				1	1		1	1			2		1	1	1
<i>Brant.</i>																							
Brantford	19	18	1	4	14	13	1	1					1										1
Burford	24	22	2	4	18	17	1															2	1
Dumfries South	16	16		1	14	11	3												1				
Oakland	3	3			3	3																	
Onondaga	5	5		1	4	4	1																
Total	67	64	3	10	53	48	6	1					1						1			2	2
<i>Lincoln.</i>																							
Caistor	10	9	1	2	4	5																	
Clinton	11	11		3	7	4	3														2		1
Gainsborough	13	13		8	5	2	3	1													1		
Grantham	10	10		1	7	9							1				1				1		
Grimsby	13	12	1	1	11	10	1													1			
Louth	7	7		1	6	6																	
Niagara	8	8		1	6		3	1	1		1								1		1		
Total	72	70	2	17	46	36	6	5	1		1	1					1		1	1	5		1

PART II.—Table C.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	NUMBER OF																					
	Number of school sections.						YEARS WHEN															
	No. of schools open.	No. of schools closed or not reported.	No. of free schools.	No. of schools partly free.	No. of schools at an ad. rate-bill per month.	No. of schools at a less rate-bill than is ad. 2 1/2 mo. before 1816.	1816.	1817.	1818.	1819.	1820.	1821.	1822.	1823.	1824.	1825.	1826.	1827.	1828.	1829.	1830.	
<i>Welland.</i>																						
Bertie	14	14	2	10	9	1														1	1	
Crowland	9	9	1	7	7																	
Humberstone	8	7	1	1	6	6																
Pelham	12	12	2	7	7	1									1							
Stanford	10	10	2	8	7	1																
Thorold	11	11	2	9	7	2												1				
Wainfleet	10	9	1	8	9																	
Willoughby	5	5	2	2	2																	
Total	79	77	2	57	54	4	1								1			1		1	1	
<i>Haldimand.</i>																						
Canborough	5	5		5																		
Cayuga North	9	9	2	6	4	2																
Cayuga South	4	4		1	3	2																
Dunn	4	4		1	3	2																
One da	11	9	1	4		0																
Rainham	8	8		4	4																	
Seneca	12	12	1	2	9	4	5															
Moulton and Sherbrooke	7	7		4	1	1																
Walpole	10	15	1	10	0	6	1															
Total	76	73	3	30	41	23	12															
<i>Norfolk.</i>																						
Charlotteville	15	15		2	5	10	1	4														
Houghton	11	11		3	5	5	1															
Middleton	12	10	2															1				
Townsend	25	24	1	4	19	14	5															
Walsingham	20	17	3	14	8	3			1									2				
Windham	13	13		2	11	11	1															
Woodhouse	10	10		6	3	1																
Total	108	100	6	31	46	4	4		1		1							3				
<i>Oxford.</i>																						
Blandford	4	4			4		4															
Blenheim	16	16		4	12	7	5															
Dereham	16	14	2	6	8	6	2															
Nissouri East	19	9	1	5	4	1	3														2	
Norwich	23	22	1	4	19														1	1		
Oxford North	5	5		4	1	1																
Oxford East	8	8		2	5	5									1							
Oxford West	5	5			5	2	3															
Zorra East	11	11		4	7	6	11									1					1	
Zorra West	12	12		1	11	9	11										1					
Total	111	101	4	30	76	37	19								1	1	1		1	1	3	
<i>Waterloo.</i>																						
Dunnfries North	5	9			9	8	1														2	
Waterloo	2	25		13	11	8	2					1							1			
Wellstey	1	1	2	9	6	2	4															
Wilmet	20	20		8	11	10																
Woolwich	16	10		6	4	2	2															
Total	81	79	2	36	41	30	10					1							1			

TOWNSHIPS.	NUMBER OF YEARS WHEN																						
	Number of school sections.							1816.	1817.	1818.	1819.	1820.	1821.	1822.	1823.	1824.	1825.	1826.	1827.	1828.	1829.	1830.	
	No. of schools open.	No. of schools closed or not reported.	No. of free schools.	No. of schools partly free.	No. of schools at ls. 3d. rate-bill per month.	No. of schools at a less rate-bill than ls. 3d. & no- Before 1816.																	
<i>Wellington.</i>																							
Amaranth	2	2			2	1	1																
Arthur, Luther and Minto.....	4	4		4																			
Eramosa	6	6		1	5	5															1		
Erin	15	13	2	3	8	6	2																
Garafraxa.....	7	7		1	5	2	3																
Guelph	7	7		2	4	3																	
Maryborough.....	6	3	3		1	1																	
Nichol	5	5			4	2	1																
Peel	10	7	3	1	3	3																	
Pilkington	6	5	1	2	2	1	1																
Paslinch	12	11	1	1	8	3	5																
Total.....	80	70	10	15	42	27	13															1	
<i>Grey.</i>																							
Artemesia	11	6	5	5		1																	
Bentnick	6	6		5	1		3																
Collingwood	1	1		1																			
Egremont	5	5		4																			
Euphrasia	4	4		2																			
Glenelg	2	2		3																			
Holland	9	6	3	3	3		3																
Melancthon and Proton.....	3	3		1	2	1	1																
Normanby	3	3		3																			
Osprey	2	2		1	1		1																
St. Vincent	12	9	3	8																			
Sullivan	3	3		1	2		2																
Derby	1	1		1																			
Sydenham	9	8	1	5			2																
Total.....	71	59	12	43	9	2	12																
<i>Perth.</i>																							
Blanchard	12	12		7	5	2	3																
Downie	9	9		4	5	1	4																
Easthope North	6	6		3	8	1	2																
Easthope South	7	6	1	5			3																
Ellice	4	4		3	1		1																
Phillarton.....	6	6		3	3	1	2																
Hibbert.....	4	2	2	2																			
Logan	4	2	2	1																			
Mornington.....	4	4		4																			
Total.....	56	51	5	32	17	5	15																
<i>Huron.</i>																							
Ashfield	6	6		5	1		1																
Biddulph	7	7		5	2	2																	
Colborne	4	4		3	1		1																
Goderich	9	9		5	4	1	3																
Hay	3	3		2	1																		
Hullet	6	6		5	1		1																
McGillivray	8	8		5	3	1	2																
McKillop	4	4		3			1																
Stanley.....	7	7		3	4	1	5																
Stephen	3	3		3																			
Tuckersmith	5	5		2	3	3	1																
Usborne	5	5		5																			
Wawanosh	4	4		4																			
Total.....	71	71		50	20	8	15																

NUMBER OF

YEARS' WHEN

TOWNSHIPS.	Number of school sections.						NUMBER OF YEARS WHEN														
	No. of schools open.																				
	No. of schools closed or not reported.	No. of free schools.	No. of schools partly free.	No. of schools at 1s. 3d. rate-bill per month.	No. of schools at a less rate-bill than 1s. 3d. pmo. before 1816.		1816.	1817.	1818.	1819.	1820.	1821.	1822.	1823.	1824.	1825.	1826.	1827.	1828.	1829.	1830.
<i>Bruce.</i>																					
Arran.....																					
Brant.....	4	4		2	1	1															
Bruce.....																					
Carriock.....																					
Culross.....																					
Elderslie.....																					
Groenock.....	2	2		1	1																
Huron.....	1	1		1																	
Kincardine.....	4	4			2																
Kinloss.....	1	1																			
Saugeen.....	3	3		2	1	1															
Total.....	15	15		7	5	2															
<i>Middlesex.</i>																					
Adelaide.....	10	10		4	6	6															
Carradoc.....	14	10	4	6	4	2															
Delaware.....	5	5		3	2	2															
Dorchester, West.....	15	12	3	4	7	7														1	
Ekfrid.....	8	8		6	6	6															
Lobo.....	9	9		2	7	4															
London.....	27	26	1	12	14	13															
Metcalfe.....	6	6		2	4	2															
Mosa.....	12	9	3	1	7	5								1	1	2			2		
Nissour, West.....	13	13		8	5	4															
Westminster.....	21	21		4	16	11								1							1
Williams.....	12	9	2	7	2	1								1	1						
Total.....	152	138	13	53	80	57	24							3	2	3			2	1	1
<i>Elgin.</i>																					
Aldborough.....	8	7	1		4	6	1														
Bayham.....	21	19	2	7	13	12			1	1	1										
Dorchester South.....	6	6		2	5	3				1	1				1	1			1		
Dunwich.....	12	10	2	1	7	4															
Malahide.....	23	22	1	3	14	19								1							
Southwold.....	20	20		2	18	10									1	1					1
Yarmouth.....	26	24	2	4	20	19			1				2		1	1				1	
Total.....	116	108	8	18	81	73	15	1		1	1	2	3	1	3	2		2	1	1	2
<i>Kent.</i>																					
Camden and Zone.....	11	10																			
Chatham.....	7	7	1	7	3	3															
Dover.....	6	6		6																	
Harwich.....	12	12		5	8																
Howard.....	14	14			3	5															
Oxford.....	7	7		1	13	6															
Raleigh.....	13	12		5	5	4															
Romney.....	3	3			4	4															
Tilbury East.....	4	4		3	3	3															
Total.....	77	75	1	34	37	24	12														

PART II.—Table C.—(Continued.)

THE COMMON SCHOOLS

[illegible]

PART II.—Table C.—(Continued.)

THE COMMON SCHOOLS

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	NUMBER OF																											
	Number of school sections.	No. of schools open.	No. of schools closed or not reported.	No. of free schools.	No. of schools partly free.	No. of schools at 1s. 3d. rate-bill per month.	No. of schools at a less rate-bill than 1s. 3d. pmo.	YEARS WHEN																				
								Before 1816.	1816.	1817.	1818.	1819.	1820.	1821.	1822.	1823.	1824.	1825.	1826.	1827.	1828.	1829.	1830.					
<i>The Towns.</i>																												
Belleville	5	5		5														1										
Brantford	5	5			5	5																						
Brockville	4	4					4																					
Chatham	3	3					2																					
Cobourg	5	5	1		5	5																						
Cornwall	4	4			4	4																						
Dundas	1	1																										
Goderich	3	3		3																								
Niagara	2	2			2	2																						
Perth	1	1																										
Peterborough	1	2		1																								
Pictou	4	4		1	4	1	3																					
Port Hope	4	4			4	4																						
Prescott	3	3			3																							
St. Catharines	3	3			3	3																						
Whitby	3	3			3	3																						
Total	51	51	1	10	33	27	9											1										
<i>The Town Municipalities.</i>																												
Amherstburgh	2	2				2																						
Barrie	1	1																										
Guelph	5	5			5	5																						
Simcoe	2	2		2																								
Woodstock	2	2			2	1	1																					
Total	12	12		2	7	8	1																					
<i>The Villages.</i>																												
Berlin	1	1		1																								
Bowmanville	3	3			3		3																					
Brampton	2	2		2																								
Caledonia	2	2			2	2																						
Chippewa	2	2		2																								
Galt	2	2		2																								
Ingersoll	1	1		1			1																					
Napanee	2	2			2	2												1										
Oshawa	1	1		1		1																						
Paris	2	2		2																								
Preston	1	1		1																								
St. Mary's	1	1		1																								
St. Thomas	2	2			2		2																					
Smith's Falls	1	1			1	1																						
Stratford	1	1			1	1						1																
Thorold	3	3			3	3																						
Trenton	2	2		2																								
Vienna	1	1		1																								
Windsor	1	1		1																								
Yorkville	1	1		1																								
Total	32	32		18	14	10	6						1					1										

PART II.—Table D.

THE COMMON SCHOOLS

TOWNSHIPS.	NUMBER OF SCHOOLS USING													
	No. of Schools reported, Schools opened and closed with prayer, Schools using the Bible and Testament.			READERS.			ARITHMETICS.				GRAMMARS.			
				National.	English.	Various.	National.	Wallingham's.	Thompson's.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.
													Sullivan's and National.	More's.
<i>Glengarry.</i>														
Charlottenburgh	15	6	7	15	.....	.....	6	1	2	12	2	11	2	.....
Kenyon	13	11	.....	13	.....	.....	13	.....	.....	.....	3	9	.....	.....
Lancaster	13	4	4	12	.....	.....	10	1	.....	3	1	9	.....	1
Lochiel	14	2	5	14	.....	.....	14	.....	.....	1	1	12	.....	.....
Total	55	23	16	54	.....	.....	43	2	2	16	7	41	2	1
<i>Stormont.</i>														
Cornwall	22	3	6	21	.....	1	20	2	.....	1	6	9	4	.....
Finch	6	6	6	6	.....	.....	6	1	.....	.....	5	.....	.....	.....
Osnabruk	23	9	13	23	3	3	23	2	.....	.....	3	8	11	.....
Roxborough	10	1	5	9	.....	.....	9	.....	1	1	7	.....	.....	.....
Total	61	19	30	59	3	4	58	5	.....	2	10	29	15	.....
<i>Dundas.</i>														
Matilda	21	2	11	21	.....	.....	21	.....	.....	.....	6	14	.....	20
Mountain	15	7	6	15	.....	.....	8	7	.....	.....	1	5	6	.....
Williamsburgh	17	3	4	15	.....	.....	15	.....	.....	.....	2	4	9	1
Winchester	13	8	8	13	.....	.....	13	.....	.....	.....	13	.....	.....	.....
Total	66	20	29	64	.....	.....	57	7	.....	.....	3	28	29	1
<i>Prescott.</i>														
Alfred	4	3	2	4	.....	.....	4	.....	.....	.....	.....	.....	.....	.....
Caledonia	4	1	1	3	.....	1	4	2	.....	.....	.....	.....	1	.....
Hawkesbury East	17	10	10	16	.....	2	13	3	.....	.....	15	.....	.....	13
Hawkesbury West	9	1	6	8	.....	.....	8	.....	.....	.....	3	.....	.....	8
Longueuil	6	2	1	4	.....	1	4	.....	2	.....	5	.....	2	.....
Plantagenet North	8	1	4	6	1	.....	.....	.....	.....	.....	5	.....	.....	5
Plantagenet South	3	1	2	3	.....	.....	2	.....	1	.....	3	.....	.....	3
Total	51	19	26	43	1	4	35	5	.....	3	38	2	3	.....
<i>Russell.</i>														
Cambridge and Russell	6	5	5	5	.....	.....	4	2	.....	.....	4	.....	.....	.....
Clarence	2	1	2	2	.....	.....	2	.....	.....	.....	2	.....	.....	.....
Cumberland	7	4	6	6	.....	.....	7	1	1	.....	2	.....	1	.....
Total	15	10	13	13	.....	.....	13	3	1	.....	2	8	1	.....
<i>Carleton.</i>														
Fitzroy	9	7	7	9	1	.....	7	2	3	.....	.....	7	.....	.....
Gloucester	14	6	7	14	.....	.....	14	1	1	.....	1	11	1	.....
Goulbourne	15	1	7	8	7	.....	.....	.....	6	.....	1	4	.....	1
Gower North	8	.....	5	7	.....	.....	.....	7	.....	.....	6	.....	.....	.....
Huntley	7	4	4	6	2	.....	6	2	.....	.....	4	1	.....	.....
March	2	1	2	2	.....	.....	2	2	.....	.....	1	.....	.....	.....
Marlborough	10	.....	5	8	2	.....	3	7	.....	.....	1	4	1	.....
Nepean	11	2	3	9	.....	.....	.....	9	.....	.....	9	.....	.....	.....
Osgoode	13	2	8	15	.....	.....	15	2	.....	.....	14	.....	.....	.....
Torbolton	1	1	.....	1	.....	.....	1	.....	.....	.....	1	.....	.....	.....
Total	92	24	48	79	12	.....	46	32	4	6	3	61	3	2

OF UPPER CANADA, 1855.

PART II.—Table D.—(Continued.)

BOOKS AND APPARATUS.

PHIES.		SPELLING BOOKS.				HISTORIES.			BOOK KEEP'G.		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.				APPARATUS.			
Olney's.	Various.	Mayor's.	Canada.	Sullivan's and National.	Various.	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Bridge's.	Various.	Euclid.	Various.	Natural Philosophy.	Music.	Other books.	Maps.	Blackboards.	Holbrook's Apparatus.	Tablet Lessons.
1		3	4			1		3		1	3		1		1					1	4	10	1	2
1		12		1		3		1		4	1		12		1						3	6		1
1		1	2			1		12	3	7		4		3	1						10	9	1	2
1		6	12	2		7	1	12	2	19	4	4	3	3	3					1	25	36	3	6
		3				3				1	2	1					1			2	1	16		.....
		1	1						1	2														.....
		12		2					1	3												23	1	.....
		12		2					1			2										5		.....
		6	1	31	17	3			2	6	3	1	2				1			2	1	44	1	.....
		13	2			3				2			2				2							.....
		13	2			1				1			1				1				3	3	12	1
		14		1		2	1			5	3		3				2				1	3	3	.....
		3	5			1				12		1	1							2	1	10		.....
		59	9	1		7		1		10		5	3		6		5			3	6	43	19	1
		2				1				1	1		1		1		1							.....
		7		15		1				1	5		1		1		1				1			.....
		4		1		1		3		3	1	1		2		2					8			.....
		3	1			1		5		1	1	1		1		2		1		1	6	6	1	.....
		2				1				1	2										3	3		.....
		18	1	18	5	4		8	2	6	4	7	2	1	4		5		1	1	7	28	1	5
1		4		1					1	1		1	1				1							.....
1		2	3	2		1			1	1		2	1		2		2			4	2	3		.....
2		6	3	3	1	1		1	3		3	2		4		5				4	2	4		.....
		4	3	2	1				2					1		1					3	2	6	1
		2		1					4	1		2		3		2					4	4		3
		6		1		2			4		3	1		3		1				1		4		1
		5		1	3				2			1		3						1				.....
		2		1																1		3		.....
		6																						.....
		1	8			4				1												1	1	.....
		4		3	8			1	1	2	1			1	1		1				6	5	1	.....
				1		1																		.....
1		30	11	9	29	7		7	19	4	8	2		8	6		6			6	13	23	3	5

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	NUMBER OF SCHOOLS USING															
	No. of Schools reported.	Schools opened and closed with prayer.	Schools using the Bible and Testament.	READERS.			ARITHMETICS.			GRAMMARS.			GEOGRA-			
				National.	English.	Various.	National.	Wakingham's.	Thompson's.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.	Sullivan's and National.	Morse's.
<i>Grenville.</i>																
Angusta.....	25	16	17	25			24	3			2	7	10	1	6	19
Edwardsburgh.....	18	8	15	18			18				1	4	5			12
Gower South.....	4	4	1	4			4		1			1				
Oxford.....	21	1	15	21			1	18	7			14	2	2	4	13
Wolford.....	13	1	4	13			11	3				6	5	1		11
Total.....	81	30	52	81			58	24	8		3	32	24	4	10	55
<i>Leeds.</i>																
Bastard and Burgess South.....	18	1	1	17			17				1		15			16
Crosby North.....	7	1	1	7			7						6			5
Crosby South.....	7	3	5	7			7				1	1	5			7
Elizabethtown.....	25	6	7	24			23					2	22			24
Elmsley South.....	5	1	3	5			7					3	1			4
Kitley.....	17	4	11	17			16	4	1		8	1	6		1	16
Leeds and Lansdown Front.....	17	4	10	17			17				1	3	9			13
Leeds and Lansdown Rear.....	10	4	8	10			9				3	1	4			
Yonge and Escott Front.....	17	3	4	17			16					3	10			15
Yonge and Escott Rear.....	8	2	5	7			7						8			7
Total.....	131	29	55	128			126	4	1	14	14	86			1	107
<i>Lanark.</i>																
Bathurst.....	12	3	6	12			12					9				9
Beckwith.....	12	7	12	12			12					12				12
Burgess North.....	3	1		3			3				1	3				3
Dalhousie and Lavant.....	7	4	5	7			6				1	5				5
Darling.....	3	1	2	1			3					3				3
Drummond.....	10	1	9	10			10				1	9				10
Elmsley North.....	7	3	7	7			7	2				6				5
Lanark.....	12	6	11	12			12				1	11				12
Montague.....	16	2	3	16			15	3			1	11	2	1		12
Pakenham.....	5	3	4	5			5					5				5
Ramsay.....	13	5	11	13			12		2			13				13
Sherbrooke North.....	1	1	1	1			1					1				1
Sherbrooke South.....	3	2	3	3			1		1				2			2
Total.....	104	39	74	102			99	5	3	5	88	4	1			92
<i>Renfrew.</i>																
Admaston.....	4	8	1	4			4		1	1	3					4
Bagot and Blithfield.....	4	2	2	5			4				4					4
Bromley and Wilberforce.....	8			2			6				7					5
Brougham and Grattan.....	3			3			2				2					2
Horton.....	2		1	1	1		1		1	1	1				1	1
McNab.....	6	3	6	6			6		4		6					6
Pembroke and Stafford.....	5		2	5			4			1	4					3
Ross.....	3	3	3	3			3				3					3
Westmeath.....	7		4	7			6		1		3					4
Total.....	42	11	19	36	1		36		7	3	33				1	32

OF UPPER CANADA, 1855.

PART II.—Table D.—(Continued.)

BOOKS AND APPARATUS.

[illegible]

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	NUMBER OF SCHOOLS USING															
	No. of Schools reported.	Schools opened and closed with prayer.	Schools using the Bible and Testament.	READERS.			ARITHMETICS.			GRAMMARS.			GEOGRA-			
				National.	English.	Various.	National and Sullivan's.	Walkingham's.	Thompson's.	Various.	National.	Lennie's.	Kirkham's.	Various.	Sullivan's and National.	Morse's.
<i>Frontenac.</i>																
Bedford.....	3		1	2			2				1					1
Kingston.....	18	7	16	17			17	3			4	13				16
Loughborough.....	7		6	7			7					6				6
Pittsburgh.....	15	5	8	14	1		16	8			7	4	3		2	13
Portland and Hinchinbrooke.....	11		12	11			11	2		2		7			1	7
Storrington.....	6	3	3	4			3		1		1	4				4
Wolfe Island.....	12	4	6	10			9	1			3		5		4	4
Total.....	72	19	52	65	1		59	14	1	3	15	34	8		7	51
<i>Addington.</i>																
Amherst Island.....	6	2	4	6			6				2	2	3			
Camden East.....	23	6	26	26			26					24	2			26
Ernestown.....	25	12	24	25			25				2	22				20
Sheffield.....	10	5	10	10			10					8				
Total.....	67	25	64	67			67				4	58	5			46
<i>Lennox.</i>																
Adolphustown.....	5	4	3	5			5					6				
Fredericksburg.....	19	6	14	19			18		1		1	16	1	3		9
Richmond.....	16	2	8	16			16				1	3	11			16
Total.....	40	12	25	40			39		1		1	4	33	1	3	25
<i>Prince Edward.</i>																
Ameliasburgh.....	14	2	1	14			14					12	2			14
Athol.....	8		3	8			8					8				8
Hallowell.....	16	2	7	16			16					11	6			16
Illier.....	17	2	3	17			17					15	2			17
Marysburgh.....	19	3	4	19			18	1				18				19
Sophiasburgh.....	15	2	8	15			15					11	4			15
Total.....	89	11	26	89			88	1				75	14			80
<i>Hastings.</i>																
Elzevir, Madoc and Tudor.....	14	1	8	14			14				2	3	5			10
Hungerford.....	17	4	8	15	2	2	15				5		9			
Huntingdon.....	8	2	2	8			8						6			6
Marmora.....	7	1	1	2			1						1	1		2
Rawdon.....	19	5	14	18	1		19				3		11			
Thurlow.....	24		14	20			19						19			19
Sidney.....	15	8	11	14			13				2	11				13
Tyendinaga.....	22	5	7	22			22				1		4			22
Total.....	126	26	65	113	3	2	111				11	5	66	1		72
<i>Northumberland.</i>																
Athwick.....	2	2	2	2			1	1			1			1		2
Brighton.....	19	1	4	19			18	1			3		10	4		15
Cranke.....	15	3	9	16			16				1		10	3	1	15
Haldimand.....	19	8	9	19			19					1	12	3		
Hamilton.....	18	5	13	16			16					8	4	3		16
Monaghan South.....	5	2	5	5			5				1	2				5
Murray.....	14	3	4	14			14						12	1	1	10
Percy.....	11	2	4	11			11				4	2	4			16
Seymour.....	6	2	4	5			5				1	1	1			7
Total.....	108	21	54	107			105	2			11	14	55	15	3	74

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	NUMBER OF SCHOOLS USING															
	No. of Schools reported.	Schools opened and closed with prayer.	Schools using the Bible and Testament.	READERS.			ARITHMETICS.				GRAMMARS.				GEOGRA-	
				National.	English.	Various.	National.	Wakingham's.	Thompson's.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.	Sullivan's and National.	Morse's.
<i>Durham.</i>																
Cartwright.....	8		8	8			8				2	3		1	1	4
Cavan.....	15	3	15	15			15				11	2				11
Clarke.....	21	6	15				22				6	7	8			20
Darlington.....	19	5	4	10			11				2	14	28			19
Hopo.....	13	5	12	14			13	1	1		2	7	3	3	1	11
Manvers.....	12	2	12	12			11				4	2	1		1	5
Total.....	88	21	66	59			80	1	1		14	32	28	6	3	70
<i>Peterborough.</i>																
Asphodel.....	8	2	3	8			8									
Belmont and Methuen.....	2		1	2			2	1								
Douro.....	8		2	6			7					2		2	1	1
Dummer and Burleigh.....	6	2	6	6			6				2	4				6
Ennismore.....	3	3	3			3	3							1		1
Monaghan North.....	3	3	3	3			3					3				2
Otonabee.....	12	4	5	10			10				4	3				6
Smith and Harvey.....	8		7	8			8					7				8
Total.....	50	11	30	43		3	47	1			6	19		3	1	24
<i>Victoria.</i>																
Eldon.....	6	3	4	6			5	1		1		5				3
Emily.....	12	1	8	11			12				1	4	2	3	4	4
Penelon.....	2		1	1			1					1				
Mariposa.....	17	7	13	16			15		1		3	12		1		
Ops.....	11		2	9	2		9	3			3	4		1		5
Verulam.....	3			1			3					3				
Total.....	51	11	27	44	2		45	4		2	7	29	2	5	4	12
<i>Ontario.</i>																
Brock.....	15	5	10	13			12	2			6	3		3		9
Mara and Rama.....	5			5			5				4	1			4	1
Pickering.....	23	4	15	23			22	2			4	15	3			20
Reach.....	15	5	7	15			15				6					13
Scott.....	4	1	3	4			4				2	2				3
Scugog Island.....	2	1	2	2			2				1					1
Thorah.....	5	4	5	5			5				2	3				5
Uxbridge.....	7	3	5	7			7				3	4				7
Whitby.....	19	3	10	18			18	2			1	2	15		3	17
Total.....	95	26	57	92			90	6			29	30	18	3	7	76
<i>York.</i>																
Etobicoke.....	9	1	6	9			9				2	7			1	8
Georgina.....	4	1	1	5			1	1				2			2	
Gwillimbury North.....	3		2	3			3					3				3
Gwillimbury East.....	12	2	5	12			12					12				12
King.....	19	6	7	3		5	7				3	5			1	8
Markham.....	24	8	28	24			24					24				24
Scarborough.....	11	6	10	11			11	3	2			10	1		2	9
Vaughan.....	18	5	16	18			18					17	1		5	13
Whitchurch.....	16	2	7	16			16					16				15
York.....	19	12	17	18			19		2		4	12			7	11
Total.....	135	43	99	119		5	120	4	4		9	108	2		18	103

OF UPPER CANADA, 1855.

PART II.—Table D.—(Continued.)

BOOKS AND APPARATUS.

PHIES.		SPELLING BOOKS.				HISTORIES.				BOOK KEEP'G.		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.			APPARATUS.				
Olney's.	Various.	Mavor's.	Canada.	Sullivan's and National.	Various.	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Bridge's.	Various.	Euclid.	Various.	Natural Philosophy.	Music.	Other books.	Maps.	Blackboards.	Holbrook's Apparatus.	Tablet Lessons.	
2		2	3	1	1	1	1			4	3		1		3		2	1		1	1	2	1	2	
		1	4	4	7					3			1		6		2	1			9	10	1		
			15	3				2	1	4			2		2		1				17	2			
			2	9		1				6	2		1		6		3			1	8	19	6	7	
		1	9	1	5					1			1		1		1			5	11	2	2		
				2						1										7	5		3		
2		4	40	20	13	6	3	1	7	18	6		11	3	18		7	1		3	37	68	9	15	
				6	2																3	5		3	
				1	2								1								1	1		2	
				5				1		1											3	3			
				3																	1	1			
		1	4		5			2		2			2		2		2			1	2	3			
				8				3		3			3		2		2				3	4	1	1	
																					4	6			
1	1	4		28	7		6		2	6		6			4		4			1	16	18	1	3	
				11				1	1	1			1									1			
1				5	10	3				1	2		1								3	5	1	3	
3				3				1		1				1							6	9	1	2	
																					4	5	1	1	
4				20	10	5	1	2		2	2	1	1	1							13	20	3	6	
				4	6	2				1				1							12	11			
				5																	5	4		2	
		3	13	2		4	1	1		1			2	3			2				18	22	8	11	
				3																	15	15	2	3	
				4		2															3	4			
																					2	2			
				5						1			1	1			2				4	5			
				4						1			1				1				7	7			
				3	10	7	3	4		6	3		1	5			8				17	19	7	9	
1		3	13	27	19	14	2	4	14	8	6	3		6	17		14			10	83	89	17	25	
				8				3		3			1	2								8	7		6
				1				1		2	1		1	1		1				1	4	2	1		
				1						1											3	3		1	
																					11	10	2	4	
																					12	6	2	7	
																					21	19	2	8	
		2	1	2		1	2	4		2	4		5	2			4			3	11	10	9	10	
				4						4	2		1	5	2		8				15	17	5	18	
				18				18		6	3		2	1			1				14	14	2	3	
		1						1		12			7	1			2	1			17	18	3	13	
				14	1	1		6		9			7	2	4		6			3	17	18			
1		3	4	45	7	6	8	2	37	39	10	34	9	27	8	1	26	1		7	116	106	26	71	

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	NUMBER OF SCHOOLS USING															
	No. of Schools reported.	Schools opened and closed with prayer.	Schools using the Bible and Testament.	READERS.			ARITHMETICS.			GRAMMARS.			GEOGRA-			
				National.	English.	Various.	National.	Wakingham's.	Thompson's.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.	Sullivan's and National.	Morse's.
<i>Peel.</i>																
Albion	13	3	12	13			13	2			3	7			2	9
Calodon	13	6	12	12			12	1			1	9			1	10
Chinguacousy	24	11	21	23			23			2		17	4			23
Core of Toronto	3	1	2	2			3					2	1			3
Toronto	21	17	19	21			13			2	2	17	2		2	19
Total	74	38	66	71			69	3		5	6	52	8		5	64
<i>Simcoe.</i>																
Adjala	7	2	3	7			7	1				2		1		1
Essa	7		6	6			6					4			2	3
Flos	2	2	1	2			2				2					
Gwillimbury West	14	5	13	14			14	3				14			4	12
Innisfil	8	3	5	7			7				3	3		1		
Medonte	3	2	2	3			2				2				1	
Mono	10	1	10	10			9	1			1	5		1	3	4
Mulmur	3		3	3			3	1								
Nottawasaga	9	4	6	9			9	1			4	5			3	6
Orillia and Matchedash	2	2	2	2			2				1	1				2
Oro	7	6	7	6	1		7		1		3	4			1	6
Sunnidale	2	1	2	2			2	1			1	1				
Tay and Ting	3	1	1	3			1				1					2
Tecumseth	14	3	12	14			11	2			3	4		1	1	9
Tossorontio	3		1	3			3					2				2
Vespra	5	1	1	4			4				2				1	1
Total	99	33	75	95	1		89	10		1	23	45		4	16	48
<i>Halt.</i>																
Esquesing	17	8	14	17			17	1		1	1	17			1	15
Nassagaweya	7	3	7	7			7					7			2	4
Nelson	14	7	14	14			14					14				14
Trafalgar	16	7	16	16			15	1	1	1	1	9	5		1	14
Total	54	25	51	54			53	2	1	2	2	47	5		4	47
<i>Wentworth.</i>																
Ancaster	13	4	13	13			12	2			1	5	7			13
Barton	3	1	1	3			3					2	1			
Beverly	18	4	14	17			16	1		1		16				15
Binbrooke	6	1	5	6			6			4		5	2			6
Flamborough East	6	3	4	5			5				2	3				5
Flamborough West	9	7	10	11		1	16					8				7
Glanford	6	2	5	6			6			2		1	5		1	3
Saltfleet	11	1	7	10			10					2	8		1	9
Total	72	23	59	71		1	74	3		7	3	42	26		2	58
<i>Brant.</i>																
Brantford	18			18			18	2				17	1		1	17
Burford	22	3	12	22			21	1			3	9	10		1	20
Dumfries South	16	2	15	13			12			1		12	1			13
Oakland	3	1	1	3			3					2	1			3
Onondaga	5	1	1	5			5				5				2	2
Total	64	7	29	61			59	3		1	8	40	13		4	55

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	NUMBER OF SCHOOLS USING													
	No. of Schools reported.	Schools opened and closed with prayer.	Schools using the Bible and Testament.	READERS.			ARITHMETICS.				GRAMMARS.			
				National.	English.	Various.	National.	Wallingham's.	Thompson's.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.
<i>Lincoln.</i>														
Caistor.....	9	3	6	5			7						5	2
Clinton.....	11	1	7	11			10		3		4	10		
Gainsborough.....	13	12	7	11		2	9		4	1		12		
Grantham.....	10	12	7	11			10				3	7	2	2
Grimsby.....	12	12	5	12			8		1	4		12	1	12
Louth.....	7		4				7				1	5	1	2
Niagara.....	8			8			8				8			8
Total.....	70	11	36	60		2	59		1	11	1	16	51	6
<i>Welland.</i>														
Bertie.....	14	8	7	13		1	12			2	3	2	8	1
Crowland.....	9	3	4	9			8			1	1		7	1
Humberstone.....	7	4	4	7			3		6				7	
Pelham.....	12	1	4	3		5		7		5	1		8	1
Stamford.....	10	3	9	10			10					7	2	1
Thorold.....	11	5	7	11		1	7				1	9	1	1
Wainfleet.....	9		1	8		1				2	1		6	
Walleoughby.....	5	1	5	5			5				1		3	
Total.....	77	25	41	66		8	45	7	6	10	7	10	50	5
<i>Haldimand.</i>														
Canborough.....	5		3	4		1	5						4	1
Cayuga North.....	9		2	9			9			2	3	1		1
Cayuga South.....	4	1		4			4			1	2	2		
Dunn.....	4	1	2	4			4				1	2		3
Oncida.....	9	2	3	8			7				1	3	3	2
Rainham.....	8	1	1	8			7				1		4	1
Seneca.....	12	2	9	12			11		1	2	7	3		2
Moulton and Sherbrooke.....	7	1	6	7			7					7		9
Walpole.....	15	2	5	15			15				5	4	4	12
Total.....	73	10	31	71		1	69			1	7	21	30	5
<i>Norfolk.</i>														
Charlottetown.....	15		5	11			11					10	1	11
Houghton.....	11	1	8	11			11			1	3	4		3
Middleton.....	9		1	7	1		8					7		5
Townsend.....	24	3	15	24			23		2		1	4		4
Walsingham.....	17	7	17	17			17					17		17
Windham.....	13	1	3	13			13			2	1	10		13
Woodhouse.....	10	4	6	10			10				1	9		9
Total.....	99	16	55	93	1		93		2	3	6	61	1	62
<i>Oxford.</i>														
Blandford.....	4	1	4	4			3			1		4		4
Blenheim.....	16	6	14	16	1		6			2	1	12	2	11
Dereham.....	14	5	8	14			14			1	2	4	7	14
Nissouri East.....	9	5	7	8			8				1	5	4	7
Norwich.....	23		5	23			23			6	3	14		23
Oxford North.....	5		3	5			5				3	2		3
Oxford East.....	8	2	8	8			8				5	2		8
Oxford West.....	5	1	1	5			5		1		4	1	1	5
Zorra East.....	11	2	10	11		1	11				1	8	1	7
Zorra West.....	12	7	5	11			12				1	8	2	11
Total.....	107	29	65	104	1	1	95		5	12	56	35	1	91

[illegible]

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS,	NUMBER OF SCHOOLS USING															
	No. of Schools reported. Schools opened and closed with prayer. Schools using the Bible and Testament.			READERS.			ARITHMETICS.				GRAMMARS.				GEOGRA-	
				National.	English.	Various.	National.	Wallingham's.	Thompson's.	Various.	National and Sul- livan's.	Lennie's.	Kirkam's.	Various.	Sullivan's and Na- tional.	Morse's.
<i>Waterloo.</i>																
Dumfries North	9	5	8	9			9			4		9			1	6
Waterloo	25	12	21	25			24			4	2	22			1	17
Wellesley	15			10		2						11			2	10
Wilmot	20	10	15	17			14			1	2	10		4	1	9
Woolwich	10	6	9	9			9					9				9
Total.....	79	33	53	70		2	56			9	4	61		4	5	51
<i>Wellington.</i>																
Amaranth	2	1	2	2			2				1					1
Arthur, Luther and Minto.....	4	1	4	4			4				2	2				3
Eramosa	6	1	3	6			6					5	1			6
Erin	13	2	11	12			12				2	6				7
Garafraxa	7	3	7	7			6			1	3	2		2		5
Guelph	7	3	4	7			5		2		1	5			1	3
Maryboro'	3		2	3			3		2		1	2				2
Nichol	5	1	3	5			5				1	3	1		1	3
Peel	7	2	5	7			7					4		3	2	5
Pilkington	5	3	3	5			5				3	2			1	4
Puslinch	11	3	7	11			11		1			11			1	8
Total.....	70	20	51	69			66		1	3	14	42	2	5	7	47
<i>Grey.</i>																
Artemesia	6	3	5	5			4	1			1	2				3
Bentick	6	3	5	6			6				1	4				2
Collingwood	1	1	1	1			1			1		1				.....
Egremont	5	2	4	5			4	1			3	.....				2
Euphrasia	4	3	2	3			3					2		1		3
Glencle	2	2	1	2			1					2				1
Holland	6	3	5	6			6				2	2				1
Melancthon and Proton	3	2	2	3			2	2				.....				.....
Normanby	3		2	3			2	1			1	2		1		.....
Osprey	2		1	1			1					.....				2
St. Vincent	9	2	6	9			9				1	5	1			8
Sullivan	3	1	3	3			3				1	1				2
Derby	1			1			1					1				.....
Sydenham	8	1	2	7			6			1		6				7
Total.....	59	23	39	55			47	5		3	10	31	1	2		32
<i>Perth.</i>																
Blanchard	12	5	10	12			10	1			2	6	2		1	7
Downie	9	4	4	9			8					7				6
Easthope South	6	3	5	6			6					4	1			4
Easthope North	6	5	4	6			5			1		5			2	3
Ellice	4	2	3	4			4			2	1	1	1	1		4
Fullarton	6	2	6	6			6			2	1	6				5
Hibbert	2		1	2			2				1	2				.....
Logan	2	1	2	2			2					2			2	.....
Mornington	4	2	3	4			4					3				2
Total.....	51	24	38	51			47	1		5	4	36	4	1	7	31

OF UPPER CANADA, 1855.

PART II.—Table D.—(Continued.)

BOOKS AND APPARATUS.

PHIES.		SPELLING BOOKS.				HISTORIES.				BOOK KEEP'G		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.				APPARATUS.			
Olney's.	Various.	Mayor's.	Canada.	Sullivan's and National.	Various.	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Bridge's.	Various.	Euclid.	Various.	Natural Philosophy.	Music.	Other books.	Maps.	Blackboards.	Holbrook's Apparatus.	Tablet Lessons.	
2	1	1	1	1	6				3	2	1	1	2		5		3					9	9	2	4
1		2		11					4	2	3		1		2		2					19	25	12	12
3			1	1						2	1				1	1						3	15		4
		5	3	3	18				3		1				1	1	1			2		10	20	1	5
									10	5	5	3	1		9	2	6			8		6	11	1	6
																					47	80	4	31	
		1		1					1																
		2		1	3		1			2		1			2		1			1		6	1	2	4
1	1			1	4	1	2	1	1	3	1				3		2				5	13	4	3	
	1	1	1	3	3		2		1			4			3		2			1	5	4	1	3	
		1	1	3					3	1	1		2		1		1				2	2	1	2	
		1	1	1					1	1			1		1		1				3	6	1		
		1	2	4		1			1	2		1	2	1	4		3			1	3	5		1	
1	2	8	3	20	10	6	3		13	8	6	6	5	1	13		10			4	28	58	4	13	
1			1	2										1			1			1		1	2		
1	1			3	1						1											1	1		
		1		1	2				1												1	1	2		
			2	1																2		1			
				1																		1		1	
											1		1				1					1		1	
				9					1		1				1		1				4	9		6	
				1																		1			
				7					1	1	2		1		1		1				3	2		1	
2	1	1	3	24	4				3	2	4		1	1	2		3			3	9	22		12	
1		4		4	2	1	1			1		1										7	9	3	
1		2		1	3	1						1										8	6	4	
				4		2	1			1												6	6	3	
		1		2	1	1			1													6	6	4	
			1	1	3				2	2		2		2		1				1		6	4	3	
				2																		6	6	2	
				1						1				1		1				1		1	1	1	
		1		2												1				1		1	1	1	
2		6	5	18	10	5	2	1	3	6		3	2	3	2	1	1			2	38	40	24	16	

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	NUMBER OF SCHOOLS USING													
	No. of Schools reported	Schools opened and closed with prayer.	Schools using the Bible and Testament.	READERS.			ARITHMETICS.				GRAMMARS.			
				National.	English.	Various.	National.	Wakingham's.	Thompson's.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.
<i>Huron.</i>														
Ashfield.....	6	1	5	6			6							1
Biddulph.....	7	2	3	7			7				2	4		
Colborne.....	4	2	4	4			4				1	2		
Goderich.....	9	4	8	9			9				1	3		3
Hay.....	3	2	3	3			3				1	2		
Hullett.....	6	1	6	6			6					4		
McGillivray.....	8		4	8			8				1	7		1
McKillop.....	4	2	4	4			3		1			4		4
Stanley.....	7	1	7	7			7					6		6
Stephen.....	3		3	3			3					2		3
Tuckersmith.....	5	2	2	5			5					4	1	5
Usborne.....	5	1	5	5			5					3	1	
Wawanosh.....	4	1	4	4			4					4		4
Total.....	71	19	54	71			70			1	6	55	2	5
<i>Bruce.</i>														
Arran.....														
Brant.....	4	2	2	4			3			1	1	1	1	3
Bruce.....														
Carriak.....														
Culross.....														
Elderslie.....														
Greenock.....	2	1	1	2			2					1		1
Huron.....	1	1	1	1			1							1
Kincaidine.....	4	2	3	4			4					3		3
Kinloss.....	1	1	1	1			1						1	1
Sauguen.....	3		2	3			3					3		3
Total.....	15	7	10	15			14			1	1	8	1	11
<i>Middlesex.</i>														
Adelaide.....	10	6	8	10			8			2	1	6		2
Carradoc.....	10	1	8	10			10					8	1	1
Delaware.....	5	2	4	5			5					5		5
Dorchester North.....	12	4	9	12			11	1				5	2	8
Ekfrid.....	8	2	8	8			8					8		5
Lobo.....	9		6	9			9					8		2
London.....	26	7	23	26		1	27	1	1		2	21		16
Metcalfe.....	6	3	3	6			6					6		4
Mosa.....	9	5	4	8			8				2	5	1	
Nissouri West.....	13	2	7	10			10				4	7		1
Westminster.....	21	4	13	20			18		1	5	3	18		18
Williams.....	9	1	6	9			9			1		9		3
Total.....	138	37	90	133		1	129	2	2	8	12	106	3	6
<i>Elgin.</i>														
Aldboro.....	7	2	4	7			7					5	1	7
Bayham.....	19	6	10	19			19					8	9	3
Dorchester South.....	6	2	1	6			4			2		3	2	5
Dunwich.....	10		5	9			7		2	1		8		9
Malahide.....	22		5	22			22				2	1	6	13
Southwold.....	20	4	10	20							1	17	1	14
Yarborough.....	24	4	8	23			24				3	7	13	1
Total.....	108	18	43	106			83		2	3	7	54	37	4

OF UPPER CANADA, 1855.

PART II.—Table D.—(Continued.)

BOOKS AND APPARATUS.

PHIES.		SPELLING BOOKS.				HISTORIES.				BOOK KEEP'G.		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.			APPARATUS.				
Olney's.	Various.	Mavor's.	Canada.	Sullivan and National.	Various.	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Bridge's.	Various.	Euclid.	Various.	Natural Philosophy.	Music.	Other books.	Maps.	Blackboards.	Holbrook's Apparatus.	Tablet Lessons.	
		1	3	3	1							1			1		12				6	1			
			1	1	1					3	1	12			1						7	3			
			1	1	1										1						4	4			
			1	1	1					1		1					1				3	3		1	
			1	1	1					1											2	2		1	
			2	2	2					4		12					1				1	1			
			2	2	2							1			1						4	4		4	
			2	2	2					1					1						3	3		1	
			1	1	1																2	1			
		2	18	16	6					10	1	6	1		3		4				47	42		8	
		1		1	1	12															3	3			
		1								1	1														
				1	1																2	1			
				1	1																4	4			
				1	1																2	2			
		2		5	3	2				1	1										5	10			
3	1	3	3	4				4		2	1		2		2			1			7	9		3	
1			7	1	3			1						1	1						10	7	1		
	2			3	7			2	1	3			2		1						3	4		2	
4								1		1	2			1	2						11	10		4	
9	1		1	1				1		2		1	2		1		4				8	6			
	1		1	1				1		1			1		1						9	9		2	
		3	4	3	1			2		3	13	1	2	8	3	14		11	1		3	26	22	1	
		3	3	3	6			1		1			1		1		2				6	4		3	
2		2	3	1	11			2		3	5	6		5	1		3				7	5		1	
4			1					1					2		2		2				13	4		1	
										3	5	6		2	1		3				17	20	3	5	
										3			2				2				9	5	1		
25	6	15	27	32	24	30	1	14		31	14		8	16	13	29		26	1		120	105	9	19	
1	1	2	1	5			1			3	1				1										
5			6	1									1	1		1					10	13	1	6	
			6	16						3	2			1	1						6	5		3	
2	3		6	16				3		3	4	3	1	3	3		2				5	4	1		
3	2		8	3	9			3		3	1	2		1	6		3				17	21		5	
1		21	2					11		4	2	4	2	1	8		4				13	17	5	6	
																					16	24	6	5	
12	6	2	43	21	19	13	1	34		14	9	10	5	6	21	1	9				5	67	84	13	25

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

NUMBER OF SCHOOLS USING

TOWNSHIPS.	NUMBER OF SCHOOLS USING															
	No. of Schools reported.	Schools opened and closed with prayer.	Schools using the Bible and Testament.	READERS.			ARITHMETICS.				GRAMMARS.				GEOGRAPHY.	
				National.	English.	Various.	National.	Waltham's.	Thompson's.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.	Sullivan's and National.	Morse's.
<i>Kent.</i>																
Camden and Zone.....	10	3	8	10			9	1			3	1	2			5
Chatham.....	7	1	3	6			6				1	6				6
Dover.....	6	4		6			5					3				2
Harwich.....	12	4	8	11			11					11				11
Howard.....	14	1	1	14			14					13				13
Oxford.....	7		2				7									7
Raleigh.....	12	2	1	11			11				2	9				10
Romney.....	3	1	2	3			3				1	1				
Tilbury East.....	4	2	1	4			4					3				
Total.....	75	18	26	65			70	1			14	47	2			54
<i>Lambton.</i>																
Bosanquet.....	8		4	7	1		7	1				6			3	4
Brooke.....	2	1	2	2			2					2				2
Dawn.....	5		3	4	1		5	1			2		2			3
Enniskillen.....	1			1			1					1				1
Euphemia.....	7	2	6	6		1	7				2	4				5
Moore.....	8		4	8						8	3	5				8
Plympton.....	10	2	7	10			10				2	8				9
Sarnia.....	5	3	4	4		1	4		1			4				2
Sombra.....	10	2	5	10			10				1	2	2			5
Warwick.....	11	5	7	11			10				2	7			1	5
Total.....	67	15	42	63	2	2	56	2	1	8	12	39	4		4	44
<i>Essex.</i>																
Anderdon.....	3	2	1	2		1	2			1						
Colchester.....	10	1	6	9			8		1		1	8				10
Gosfield.....	7	1	6	7			6	1			3	3				3
Maidstone.....	3			3			3					1		2	2	1
Malden.....	2	2	1	2			2					2				2
Mersea.....	4	1	3	4			3			1	2		2			3
Rochester.....	3	2		2	1	2	2					1			1	
Sandwich.....	13	10	3	9		2	6	1		6	3					5
Tilbury West.....	3	3	2	3			3							8		
Total.....	48	22	22	41	1	5	35	2	1	8	9	15	2	11	3	24
<i>The Cities.</i>																
Toronto.....	14			11		3	6	2	1		11				2	8
Hamilton.....	8			8			8				7			1	8	
Kingston.....	10	6	10	10			6	4		2	5	1	4		3	4
London.....	2			2			2		2					2	2	
Ottawa.....	16	6	6	14		2	13			3	6	3		7	7	4
Total.....	50	12	16	45		5	35	6	3	5	6	26	1	14	22	16

OF UPPER CANADA, 1855.

PART II.—Table D.—(Continued.)

BOOKS AND APPARATUS.

PHIES.		SPELLING BOOKS.				HISTORIES.				BOOK KEEP'G.		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.			APPARATUS.			
Olney's.	Various.	Mavor's.	Canada.	Sullivan's and National.	Various.	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Bridge's.	Various.	Euclid.	Various.	Natural Philosophy.	Music.	Other books.	Maps.	Blackboards.	Holbrook's Apparatus.	Tablet Lessons.
		3		6	2		2			2	1		1								7	8	1	1
		1		3			6			2	1										7	7		
			1				5			2	1				1						5	5		1
			2	7	3		2			2	1				2						9	10	1	4
			2	6			2			1	1				2						12	14	3	4
		3		2						1											7	7		
				2																1	11	2		
		7	3	2	5	18				1											4			
										10	6	1			5					1	1	4		10
		3	3	1						1				1							3	6	1	1
1	1	2	1	3		1				1	1		1								1	2		
		2	1				4	4		1	1													
				2	3		1		1	2			1	1	1						5	5	1	
	1	1		2			1		1		1										3	3		
		1		2	2	1	1			1										1	3	8		
		1	2	1					2	1					2						1	5		
1	2	11	7	9	14	7	5	7		6	4	3	1	2	3		2				23	43	2	2
			1	1																				
1		3								1	1										3	4		1
				2	1					1	1										3	4		2
			1																		2	3		
				3	1						2													
				2	2		1	1	1												4	1		
	5		1	2	7				4		3		2								2	2		1
			3												1						1	8	10	1
1	6	5	6	11	13	2	1	6		2	7		2		3						3	3		
	1			7	4	8	8	3	10	1		9		9	2	7					8	14		7
1	4	7		6	2		2	1				1		1			1				8	8	1	7
				5			2	6	6			6		1	5		3				10	8	1	8
				2	2		2			2			2		3		2				2	2	2	2
1	3	2	2	5	2	5			4	3		5		1	2	1	1				1	16		1
2	8	9	9	18	13	13	18	12		22	6	16	7	12	12	8	7			4	28	48	4	25

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

TOWNS, TOWN MUNICIPALITIES AND VILLAGES.	NUMBER OF SCHOOLS USING													
	No. of Schools reported.	Schools opened and closed with prayer.	Schools using the Bible and Testament.	READERS.			ARITHMETICS.				GRAMMARS.			
				National.	English.	Various.	National.	Walkingham's.	Thompson's.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.
<i>The Towns.</i>														
Belleville.....	5	1	2	4		1	4				2	2		2
Brantford.....	5	1	1	5			5					3	1	5
Brockville.....	4	1		4			4					4		4
Chatham.....	3	1	2	3			2	1			2	1		2
Cobourg.....	5	1	4	4		1	4		1		2	2	1	4
Cornwall.....	4	2	5				3	1	1		4	1		2
Dundas.....	1			1			1				1			1
Goderich.....	3	2	2	3			3				3	2		3
Niagara.....	2	1	1	1			2				2			2
Perth.....	1	1	1	1			1				1			1
Peterborough.....	2			2			1	1			2			2
Pictou.....	4			4			3	1			1	2		2
Port Hope.....	4	1	4	4			4							1
Prescott.....	3	2	1	3			3				1		2	2
St. Catharines.....	3		2	3			3		1		1	1	1	1
Whitby.....	3		1	3			3				3			3
Total.....	52	14	26	50		2	46	4			6	51	4	53
<i>The Town Municipalities.</i>														
Amherstburgh.....	2		1	2			1		1		2			2
Barrie.....	5	1	1	5			1				1			2
Guelph.....	5	1	4	5		1	5		4		2	2		2
Simcoe.....	2	2		2			2				2			2
Woodstock.....	2		1	2			1		1		2			2
Total.....	13	4	7	13		1	10		1	5	4	7		6
<i>The Villages.</i>														
Berlin.....	1			1			1				1			1
Bowmanville.....	3		2	3							2	1		3
Brampton.....	12	12	12	12							12			2
Colodonia.....	12	12	1	12							12			2
Chippewa.....	12			1		1	1		1		1		1	
Galt.....	12	2	2	12							1		1	2
Ingersoll.....	1			1			1				1			1
Napanee.....	12	1	1	12							2			2
Oshawa.....	1			1			1				1	1	1	1
Paris.....	12	1	1	12							12			1
Preston.....	1		2	1			1				1			1
St. Mary's.....	1			1			1	1	1		1	1		1
St. Thomas.....	12			1		1					1	1		1
Smith's Falls.....	1			1			1				1	1		1
Stratford.....	1			1							1			2
Thorold.....	12	12	12								12			
Trinton.....	12			12				1		1		2		1
Vienna.....	1			1			1			1	1	1	1	1
Windsor.....	1		1	1			1				1			1
Yorkville.....	1	1	1	1			1				1			1
Total.....	32	11	15	30		2	28	1	1	4	2	21	8	25

OF UPPER CANADA, 1855.

PART II.—Table D.—(Continued.)

BOOKS AND APPARATUS.

PHIES.		SPELLING BOOKS.				HISTORIES.				BOOK KEEP'G.		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.				APPARATUS.			
Olney's.	Various.	Mavor's.	Canada.	Sullivan's and National.	Various.	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Bridge's.	Various.	Euclid.	Various.	Natural Philosophy.	Music.	Other books.	Maps.	Blackboards.	Holbrook's Apparatus.	Tablet Lessons.	
.....			4	12	1	1	1	1	1	3	1	1	1	1	1	1	1	1	.....	.....	4	5	2	4	
.....	1	1	1	4	2	2	1	1	1	4	1	1	1	1	1	1	1	.....	.....	.....	4	5	2	4	
.....	1	1	1	12	2	2	1	1	1	2	1	1	2	.....	2	.....	2	.....	.....	4	2	3	2	2	
.....				1	1	1	1	1	1	1	1	1	1	.....	1	.....	1	.....	.....	.....	1	1	1	1	
.....				1	1	1	1	1	1	1	1	1	1	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....	1	3	1	1	2	2	1	1	1	1	2	2	1	.....	2	.....	1	.....	.....	.....	1	1	1	1	
.....	2	.....	.....	1	1	1	1	1	1	1	.....	1	1	.....	1	.....	3	.....	.....	2	2	3	2	2	
.....				3	.....	2	1	1	1	2	3	2	1	.....	1	.....	1	.....	.....	2	3	3	2	2	
.....	9	4	7	25	7	8	6	1	12	26	2	13	5	5	16	1	12	1	.....	11	32	39	18	25	
.....			1	1	.....	1	1	1	1	1	1	1	1	1	2	1	.....	.....	2	1	1	1	.....	.....	
.....		1	1	1	.....	2	1	2	1	1	1	1	1	.....	1	.....	1	.....	1	1	3	6	1	1	
.....				2	.....	.....	.....	2	2	2	2	2	2	.....	2	.....	2	.....	.....	1	2	2	2	2	
.....		1	2	5	.....	2	2	5	5	2	11	1	1	2	7	1	5	.....	.....	4	9	12	6	5	
.....								1	1	1	.....	1	.....	.....	1	.....	1	1	.....	.....	1	1	1	1	
.....				2	.....	.....	.....	2	1	2	.....	2	.....	.....	1	.....	1	.....	.....	2	3	2	2	2	
.....								1	1	1	.....	1	.....	.....	1	.....	2	.....	.....	.....	1	1	1	1	
.....				1	.....	1	1	1	1	1	1	1	1	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....				1	.....	1	1	1	1	1	1	1	1	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....				1	.....	1	1	1	1	1	1	1	1	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....				2	.....	.....	.....	2	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1	1	
.....								1	1	1	.....	1	.....	.....	1	.....	1	.....	.....	1	1	1	1		

PART II.—Table D.—(Summary.)

THE COMMON SCHOOLS

COUNTIES.	NUMBER OF SCHOOLS USING																
	No. of Schools reported.	Schools opened and closed with prayer.	Schools using the Bible and Testament.	READERS.			ARITHMETICS.				GRAMMARS.				GEOGRA-		
				National.	English.	Various.	National.	Walkingham's.	Thompson's.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.	Sullivan's and National.	Morse's.	
<i>Counties.</i>																	
Glengarry	55	23	16	54			43	2	2	16	7	41	2	1	10	23	
Stormont	61	19	30	59	3	4	58	5		2	10	29	17			31	
Dundas	66	20	29	64			57	7			3	28	29	1		64	
Prescott	51	19	26	43	1	4	35	5		3	38	2	3			37	
Russell	15	10	13	13			13	3	1		2	8		1		11	
Carleton	92	24	48	79	12		46	32	4	6	3	61	3	2	3	52	
Grenville	81	30	52	81			58	24	6		3	32	24	4	10	55	
Leeds	131	29	55	128			126	4		1	14	14	86		1	107	
Lanark	104	39	74	102			99	5		3	5	88	4	1		92	
Renfrew	42	11	19	36	1		36			7	3	33			1	32	
Frontenac	72	19	52	65	1		59	14		1	3	15	34	8	7	51	
Addington	67	25	64	67			67					4	58			46	
Lennox	40	12	25	40			39		1		1	4	3	1	3	25	
Prince Edward	89	11	26	89			88	1					75	14		89	
Hastings	126	26	65	113	3	2	111				11	5	66	1		72	
Northumberland	108	21	54	107			105	2			11	14	55	15	3	74	
Durham	88	21	66	59			80	1	1		14	32	28	6	3	70	
Peterborough	50	11	30	43		3	47	1			6	19		3	1	24	
Victoria	51	11	27	44	2		45	4		2	7	29	2	5	4	12	
Ontario	95	26	57	92			90	6			29	30	18	3	7	76	
York	135	43	99	119		5	120	4	4		9	108	2		18	109	
Peel	74	34	66	71			69	3		5	6	52	8		5	64	
Simcoe	99	33	75	95	1		89	10		1	23	45		4	16	48	
Halton	54	25	51	54			53	2	1	2	2	47			4	47	
Wentworth	72	23	59	71		1	74	3		7	3	42	2		2	58	
Brant	64	7	29	61			59	3		1	1	8	40	1		56	
Lincoln	70	11	33	66		2	59		1	11	1	16	51	6	3	64	
Welland	77	25	41	66		8	45	7	6	10	7	10	50	5	6	57	
Haldimand	73	10	31	71			69			1	7	21	30	5	6	52	
Norfolk	99	13	55	93	1		93			2	3	6	61	1		91	
Oxford	107	29	65	104	1	1	95			5	12	56	35	1		91	
Waterloo	79	33	53	70		2	56			9	4	61		4	5	51	
Wellington	70	20	51	69			66		1	3	14	42	2	5	7	47	
Grey	59	23	39	55			47	5		3	10	31	1	2		33	
Perth	51	24	38	51			47	1		5	4	30	4	1	7	31	
Huron	71	19	54	71			70			1	6	55	2		5	41	
Bruce	15	7	10	15			14			1	1	8		1	1	11	
Middlesex	138	37	99	133		1	129	2	2	8	12	106	3	5	6	78	
Elgin	108	18	43	106			83		2	3	7	54	37	2	4	75	
Kent	75	18	26	65			70	1			14	47	2			54	
Lambton	67	15	42	63	2	2	56	2	1	8	12	39	4		4	44	
Essex	48	22	22	41	1	5	35	2	1	8	9	15	2	11	3	24	
Total	3189	902	1899	2988	29	40	2798	164	36	135	305	1468	866	126	160	2226	
Total for 1855	3336	1003	1963	3126	29	50	2917	175	41	152	323	1553	879	149	196	2306	
Total for 1854	3244	483	1811	3062	24	23	2706	243	9	121	213	1459	967	110	157	2150	
Increase	92	520	152	64	5	27	211		32	31	110	94		39	39	156	
Decrease								68					88				

OF UPPER CANADA, 1855.

PART II.—Table D.—(Summary.)

BOOKS AND APPARATUS.

PHIES.		SPELLING BOOKS.				HISTORIES.				BOOK KEEP'G.		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.		APPARATUS.				
Olney's.	Various.	Mavor's.	Canada.	Sullivan's and National.	Various.	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Bridge's.	Various.	Euclid.	Various.	Natural Philoso- phy.	Music.	Other books.	Maps.	Blackboards.	Hallbrook's Appa- ratus.	Tablet Lessons.
1	6	12	31	17	7	1	2	2	19	4	4	3	3	3	3	1	1	1	1	25	36	3	6	
12	59	9	17	5	2	2	2	2	6	3	2	2	2	6	6	1	5	1	1	22	1	44	1	
12	18	17	17	5	4	4	8	2	10	6	4	1	1	1	4	4	5	1	1	6	30	16	1	
1	30	11	29	29	1	1	1	2	11	3	7	2	2	8	8	4	6	6	6	17	21	1	5	
1	43	26	1	7	9	7	1	1	19	4	8	2	2	2	5	1	5	8	1	14	64	6	1	
1	63	4	6	11	11	11	1	1	24	2	6	11	1	2	6	6	6	2	8	16	85	14	4	
1	12	29	9	30	5	2	1	1	8	8	1	11	1	2	11	9	9	4	1	64	72	3	3	
1	21	2	10	4	6	6	1	1	1	7	1	1	1	3	3	2	2	3	1	9	1	9	2	
1	8	3	37	13	6	13	1	7	14	11	1	1	1	1	6	2	4	4	4	11	41	4	5	
1	10	11	3	13	13	13	1	7	16	10	1	3	1	1	6	2	4	4	4	24	63	3	8	
1	2	3	57	9	28	2	16	6	37	3	15	7	10	20	18	19	2	2	2	71	64	9	15	
1	29	5	4	17	7	3	1	7	44	1	5	7	7	6	12	12	5	3	5	50	87	18	29	
1	40	20	13	6	3	1	2	2	15	7	3	2	1	5	5	5	5	3	5	53	86	12	29	
1	4	25	7	10	6	6	1	2	18	6	11	3	18	18	7	7	1	1	5	37	71	9	15	
1	4	20	10	5	1	5	1	2	6	6	6	6	4	4	4	4	1	1	1	13	20	3	6	
1	3	13	27	19	14	2	4	14	8	6	3	3	6	17	14	14	1	10	83	94	17	25		
1	3	4	45	7	6	8	2	37	39	10	34	9	27	8	1	26	1	7	116	116	26	71		
1	8	18	31	2	7	7	15	15	30	8	17	9	25	13	15	15	4	4	68	67	6	40		
1	20	11	20	16	6	3	2	8	10	5	5	4	7	1	2	4	4	6	34	45	4	18		
1	13	4	25	14	14	11	1	14	11	1	11	6	7	16	1	11	1	7	42	53	8	22		
1	14	18	12	5	15	1	3	5	7	14	4	5	6	4	9	1	4	2	5	40	64	10	10	
1	2	24	12	10	15	1	3	5	22	3	5	2	9	11	2	6	1	3	57	37	5	7		
1	17	6	32	11	2	1	14	19	3	7	1	14	1	14	1	8	2	4	50	67	20	9		
1	2	30	23	9	2	7	1	17	12	7	9	5	2	24	2	8	3	9	62	58	17	18		
1	4	36	22	3	8	1	1	3	7	2	6	6	5	2	5	3	1	4	38	60	8	6		
1	4	21	19	26	23	4	14	17	4	7	7	15	3	1	19	9	2	6	58	83	13	18		
1	10	21	12	23	13	2	1	11	23	5	3	1	9	6	1	6	10	83	93	15	34			
1	5	3	3	18	10	5	3	10	5	5	3	3	1	1	18	10	3	4	8	47	80	4	31	
1	8	3	20	10	6	3	13	8	2	4	6	6	1	1	2	3	3	4	28	58	4	13		
1	1	3	24	4	5	2	1	3	6	6	3	2	3	2	1	1	2	3	9	22	12	16		
1	6	5	18	10	5	2	1	3	6	1	6	1	3	3	3	4	2	2	38	40	24	16		
1	2	18	6	6	3	2	1	10	1	1	1	1	1	3	3	4	4	47	42	10	8			
1	2	3	3	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
26	6	16	27	32	18	30	1	1	14	30	14	8	16	13	20	26	1	1	8	124	105	9	19	
12	6	46	26	19	13	1	34	14	9	10	5	6	21	1	9	1	1	5	67	84	13	25		
1	7	3	24	5	18	1	7	10	6	1	1	1	5	5	2	2	1	1	57	68	5	10		
1	11	7	9	14	7	5	7	6	4	3	1	2	3	3	3	2	1	1	23	43	2	2		
1	6	6	11	13	2	1	6	2	7	2	7	2	3	3	3	1	3	3	23	27	1	4		
100	48	472	529	83	465	343	67	60	380	597	154	261	112	158	358	18	272	38	154	1632	2272	312	551	
104	78	487	550	891	488	370	77	80	428	660	167	303	126	181	40	31	303	40	18	1728	2391	365	624	
152	72	546	588	691	67	308	51	28	452	570	148	307	110	169	345	60	246	26	138	1578	2367	327	633	
48	6	59	38	290	18	62	26	52	24	90	19	4	10	12	60	38	57	14	41	150	32	38	9	

PART II.—Table E.

THE COMMON SCHOOLS

TOWNSHIPS.	COMMON SCHOOL																
	TOTAL.			RELIGIOUS FAITH.													
	Common School Teachers.	Male.	Female.	Church of England.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregationalists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Protestants.	Unitarians.	Universalists.	Other Persuasions.	Not reported.
<i>Glengarry.</i>																	
Charlottenburgh	18	11	7	1	3	14											
Kenyon	13	8	5		7	5		1									
Lancaster	12	9	3	2	6	4											
Separate School	1		1		1												
Lochiel	17	11	6		4	10											3
Separate School	1	1			1												
Total	62	40	22	3	22	33		1									3
<i>Stormont.</i>																	
Cornwall	22	10	12	4	8	8	2										
Pinch	6	1	5			6											
Osnabruok	24	11	13	12	1	6	3	1									
Roxborough	10	7	3	2	2	3	1	1									1
Total	62	29	33	18	11	23	6	2									1
<i>Dundas.</i>																	
Matilda	21	12	9	11	3	3	4										
Mountain	18	9	9	5	1	7	4	1									
Williamsburgh	22	9	13	5	1	4	6			5							1
Winchester	13	7	6	3	3	1	5	1									
Total	74	37	37	24	6	15	19	2		5							1
<i>Prescott.</i>																	
Alfred	4		4	2	2												
Caledonia	4	4		1	1	2											
Hawkesbury East	16	6	10	3	3	7	6										
Separate School	7		1		1												
Hawkesbury West	8	6	3	2		4	1	1									
Lonscuil	6	4	2		2	2	1										1
Plantagenet North	7		7		3	1	2							1			
Plantagenet South	3	3		1	1	1											
Total	49	23	26	6	13	17	10	1						1		1	
<i>Russell.</i>																	
Cambridge and Russell	6	4	2	3		2	1										
Clarence	3	3		1		1		1									
Cumberland	7	3	4	2		4	1										
Total	16	10	6	6		7	2	1									
<i>Carleton.</i>																	
Fitzroy	9	8	1	3		1	2					1	1				1
Gloucester	14	13	1	3	8	2		1									
Goulbourne	5	2	3	3	1	1											
Gower North	6	5	1	3		1	2										
Huntley	8	7	1	3	2	2											1
March	2	2		1		1		1									
Marlborough	10	8	2	4	2	1	2	1									1
Nepean	10	10				4											4
Osgoode	15	11	1	2	3	7	1	2									
Torbolton	1	1				1											
Total	80	70	10	22	16	20	8	4				1	1			4	4

OF UPPER CANADA, 1855.

PART II.—Table E.

TEACHERS.

TRAINED IN				CERTIFICATES.							AVERAGE ANNUAL SALARIES.							
Total.	Male.	Female.	Other.	Insti- tution.	Ordinary Certificates.	Provisional Certificates.	County Board.				No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	Highest Salary paid.	Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
							First Class.	Second Class.	Third Class.	Unclassi- fied.									Unqualified.	Certificates an- nulled.
.....	1	1	.....	.....	18	.....	2	11	5	.....	.....	.....	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.
.....	1	1	.....	.....	13	1	.....	8	4	.....	.....	.....	85 0	32 10	23 16	49 18	19 10	25 7
.....	1	1	.....	.....	12	.....	1	8	3	.....	.....	.....	46 0	24 0	35 16	37 8	28 12	28 12
.....	1	1	.....	.....	1	.....	1	1	.....	.....	.....	.....	100 0	35 0	.....	55 7	.....	36 4
.....	1	1	.....	.....	14	.....	1	10	3	3	.....	.....	.....	.....	.....	.....	.....	30 0
.....	1	1	.....	.....	1	.....	.....	1	.....	.....	.....	.....	55 0	27 0	35 4	44 2	26 22	10 0
.....	2	1	.....	5	59	1	4	22	16	3	.....	.....	.....	.....	.....	80 0	.....	.....
.....	2	1	.....	5	59	1	4	22	16	3	.....	.....	100 0	32 10	31 12	46 14	25 1	25 1
.....	1	.....	.....	.....	22	.....	2	6	14	.....	.....	.....	90 0	30 0	31 0	90 0	18 0	32 4
.....	1	.....	.....	.....	6	.....	.....	2	4	.....	.....	.....	40 0	40 0	.....	40 0	30 0	38 5
.....	1	.....	.....	.....	21	.....	.....	10	4	.....	.....	.....	54 0	33 0	44 10	.....	25 10	33 0
.....	1	.....	.....	.....	11	1	.....	1	8	.....	.....	.....	40 0	25 10	38 0	33 8	28 5	42 0
.....	2	.....	.....	1	63	1	2	19	40	.....	.....	.....	90 0	40 0	37 17	54 9	25 9	36 7
.....	1	.....	.....	.....	21	.....	2	10	9	.....	.....	.....	75 0	36 0	42 0	67 10	26 13	.....
.....	1	.....	.....	.....	17	.....	3	7	7	1	.....	.....	60 0	30 0	37 5	54 0	23 4	36 0
.....	.....	.....	.....	3	21	.....	7	8	6	1	.....	.....	100 0	40 0	48 13	87 7	32 15	44 6
.....	.....	.....	.....	.....	13	.....	2	7	4	.....	.....	.....	55 0	27 0	35 0	54 0	22 5	.....
.....	2	.....	.....	3	72	.....	14	32	25	2	.....	.....	160 0	27 0	40 14	65 14	26 4	40 3
.....	.....	.....	.....	.....	4	.....	.....	2	2	.....	.....	.....	18 19	.....	.....	.....	15 18	.....
.....	.....	.....	.....	.....	4	.....	.....	2	2	.....	.....	.....	40 0	25 0	30 10	40 0	12 10	.....
.....	.....	.....	.....	.....	16	.....	1	7	8	.....	.....	.....	45 0	27 0	31 10	45 0	22 4	31 4
.....	1	.....	.....	.....	8	1	1	2	4	1	.....	.....	60 0	24 13	37 10	58 5	14 6	.....
.....	.....	.....	.....	.....	6	.....	1	1	4	.....	.....	.....	72 0	36 0	36 0	72 0	21 0	30 0
.....	.....	.....	.....	.....	7	.....	.....	1	6	.....	.....	.....	70 0	34 0	36 0	52 0	25 0	31 0
.....	.....	.....	.....	.....	3	.....	.....	2	1	.....	.....	.....	65 0	36 0	36 0	56 10	.....	.....
.....	1	.....	.....	.....	48	1	3	17	27	1	.....	.....	72 0	25 0	34 12	53 19	18 9	30 14
.....	1	.....	.....	.....	6	.....	.....	3	3	.....	.....	.....	58 0	25 0	30 10	40 6	18 0	36 0
.....	1	.....	.....	.....	3	1	2	.....	.....	.....	.....	.....	75 0	65 0	.....	70 0	30 0	36 0
.....	1	.....	.....	.....	7	.....	1	4	2	.....	.....	.....	58 0	24 0	.....	44 3	28 0	29 19
.....	1	.....	.....	.....	16	1	3	7	5	.....	.....	.....	75 0	24 0	30 10	51 9	23 0	33 19
.....	1	.....	.....	.....	9	.....	2	5	2	.....	.....	.....	75 0	30 0	.....	51 19	.....	33 0
.....	1	.....	.....	.....	14	.....	2	11	1	.....	.....	.....	75 0	40 0	.....	45 13	.....	40 0
.....	.....	.....	.....	.....	5	.....	3	2	.....	.....	.....	.....	46 0	36 0	23 15	40 9	.....	.....
.....	.....	.....	.....	.....	6	.....	1	4	1	.....	.....	.....	55 0	30 0	33 15	41 5	13 0	35 0
.....	.....	.....	.....	.....	7	.....	.....	5	2	1	.....	.....	55 0	30 0	31 10	40 10	.....	.....
.....	.....	.....	.....	.....	2	.....	.....	2	.....	.....	.....	.....	36 0	29 0	.....	32 10	.....	.....
.....	2	.....	.....	.....	8	.....	.....	6	1	2	.....	.....	65 0	20 0	22 2	42 15	20 0	.....
.....	.....	.....	.....	.....	10	.....	1	9	.....	.....	.....	.....	75 0	50 0	.....	56 4	.....	.....
.....	.....	.....	.....	.....	15	.....	1	10	4	.....	.....	.....	65 0	26 0	33 0	49 8	.....	32 0
.....	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	.....	69 15	69 15	.....	69 15	.....	.....
.....	3	.....	.....	1	77	.....	8	47	22	3	.....	.....	75 0	36 0	28 16	47 1	16 10	35 0

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

COMMON SCHOOL																	
TOWNSHIPS.	TOTAL.			RELIGIOUS FAITH.													
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregational-ists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro- testants.	Unitarians.	Universalists.	Other Persuasions.	Not reported.
<i>Grenville.</i>																	
Angusta	25	14	11	5	4	2	14										
Edwardsburgh.....	18	7	11	1	2	7	4	2					2				
Gower South.....	4		4			1	1	1	2								
Oxford	21	14	7	7	1	5	6										
Wolford	12	8	4	6	2	1	2								1		2
Separate School.....	1		1		1												
Total	81	43	38	19	10	16	27	4					2	1		2	
<i>Leeds.</i>																	
Bastard and Burgess South.....	18	15	3	4			10	3			1						
Crosby North.....	7	5	2	1	1	1	4										
Crosby South.....	7	2	5	4			2	1									
Elizabethtown.....	27	14	13	8		1	15				2					1	
Elmsley South.....	5	5		1	1	2	1										
Kitley	17	11	6	7	3	3	4										
Separate School.....	1	1			1												
Leeds and Lansdown Front.....	18	8	10	5	2	5	6										
Leeds and Lansdown Rear.....	10	5	5	5	1	1	3										
Yonge and Escott Front.....	18	4	14	3	1	5	9										
Yonge and Escott Rear.....	8	5	3	2		1	5										
Total	136	75	61	40	10	19	59	4			3					1	
<i>Lanark.</i>																	
Bathurst.....	12	9	3	1	3	8											
Beckwith	13	9	4	3		8		2									
Burgess North.....	3	3		1	2												
Dalhousie and Lavant.....	7	5	2		1	4	1		1								
Darling	3	3		1	1	1		1									
Drummond	11	6	5	4	2	2	1	2									
Elmsley North.....	7	4	3	3		4											
Lanark	12	6	6	3	1	3	2	1	2								
Montague.....	16	12	4	5	4	4	2		1								
Pakenham	5	5		1		3		1									
Ramsay	13	11	2	3	1	6	3										
Sherbrooke North.....	1	1				1											
Sherbrooke South.....	3	2	1				2	1									
Total	106	76	30	24	15	44	11	8	4								
<i>Renfrew.</i>																	
Admaston.....	4	3	1	1	3												
Bagot and Blithfield.....	4	3	1		2	2											
Bromley and Wilberforce.....	8	7	1	1	4	2			1								
Brougham and Grattan.....	3	2	1		1	2											
Horton	3	2	1	1		2											
McNab.....	6	4	2	1		4							1				
Pembroke and Stafford.....	5	6		4		1											
Ross	2	1	1	2													
Westmeath.....	7	2	5	2		2	1						2				
Total	42	29	13	12	10	15	1		1				3				

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

TRAINED IN				CERTIFICATES.								No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	AVERAGE ANNUAL SALARIES.					
Total.	Male.	Female.	Other Institutions.	Total holding Certificates.	Provincial Certificates.	County Board.				Unqualified.	Certificates annulled.			Highest Salary paid.	Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
						First Class.	Second Class.	Third Class.	Unclassified.										
1			2	25	1	3	17	4				7	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	
				18		1	11	6				3	68 0	30 0	37 0	53 3	28 4	37 18	
				4			4						75 0	27 0	31 4	61 10	22 14	43 0	
				21		3	13	5				4	35 13	34 0	17 0		17 0	32 4	
				12		2	7	3					100 0	27 0	30 0	64 5	19 1	30 7	
									1				35 0	30 0	32 0	54 10	22 10	40 0	
1			4	80	1	9	52	18	1			14						40 0	
													100 0	34 0	29 9	50 2	21 18	36 14	
			1	18			13	5				8	60 0	27 0	45 18		24 5	30 0	
			1	7		1	3	3				12	90 0	36 0	36 0	54 8		30 13	
				27	1	1	4	1				3	70 0	27 0	47 6		24 0	33 0	
				5		1	22	3					75 0	35 0	39 0	57 10	25 15	43 6	
			2	17		1	14	2				7	55 0	27 0	31 10	49 6			
									1				60 0	36 0	45 0	50 4	26 15	34 16	
1				18		1	4	13				1	56 0	33 10	35 6	49 5	22 8	25 2	
				10			9	1				2	48 0	33 0	39 18		23 14		
				17			7	10	1			4	120 0	24 0	27 6	73 0	25 0	27 7	
			3	8		1	6	1				4	66 0	41 0	44 15	66 0	16 12	21 0	
5			7	134	2	7	84	41	2			24	120 0	24 0	39 4	57 2	23 11	30 10	
				12		1	3	8					50 0	20 0	32 10	41 16		28 6	
				13		1	5	7					100 0	20 0	31 0	43 15		35 0	
			1	3			1	1					62 10	45 16		51 17			
				7				2					40 0	29 0		33 12		13 0	
				3			1	2					42 10	30 0		40 10			
				10			7	3	1			1	50 0	30 0	30 0	41 15	33 7	36 13	
				7			4	3					55 0	24 0		43 0		38 10	
				12		2	10	8					46 0	35 0		41 0	20 0	29 12	
			1	13			8	8					60 0	30 0	32 15	47 4	20 10	30 0	
			1	5			2	3				3	75 0	40 0		52 10			
				13	1		7	5					65 0	36 0		49 3		30 7	
				1			1						42 10	42 10		42 10			
				3				3					33 10	20 0	20 0	33 10		32 0	
1			3	05	1	3	41	60	1			3	100 0	20 0	29 5	43 3	24 12	29 5	
				4				4					60 0	36 0	36 0	49 10		40 0	
1			1	4				4					40 0	39 0		39 10		36 0	
1				7	1		1	5	1			1	56 10	15 0	27 4	51 10		30 0	
				3	1		2	1					40 0	35 0	35 0	40 0	40 0		
			1	2			1	1					80 0	46 0		63 0		24 0	
				6			1	5				1	63 0	42 10		51 7		39 0	
				5			2	3					80 0	46 0		62 12			
				2				2					50 10	45 0	50 10	45 0	25 0		
				7		1	1	5					45 0	42 10	43 15	28 17	30 2		
2			4	40	2	1	6	31	2			2	80 0	15 0	38 10	50 6	31 6	33 5	

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

COMMON SCHOOL																	
TOWNSHIPS.	TOTAL.			RELIGIOUS FAITH.													
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregation- alists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro- testants.	Unitarians.	Universalists.	Other Persuasions.	Not reported.
<i>Frontenac.</i>																	
Bedford.....	3	1	2		2		1										
Kingston.....	17	10	7	5	1	2	9										
Loughborough.....	7		7	1			4										
Pittsburgh.....	15	8	7	6	6		2	1									2
Portland and Hinchinbrooke.....	11	6	5	3	1		7										
Storrington.....	7	6	1		2		5										
Wolfe Island.....	15	4	11	5	5	1	1										
Separate School.....																	3
Total.....	75	35	40	20	17	3	29	1								2	3
<i>Addington.</i>																	
Amherst Island.....	6	5	1	1	1	3	1										
Camden East.....	30	20	10	12	2	2	13		1								
Separate School.....	1	1			1												
Earnestown.....	26	19	7	1		1	2										
Sheffield.....	10	7	3	5	1	1	3										
Total.....	73	52	21	19	5	7	41		1								
<i>Lennox.</i>																	
Adolphustown.....	6	1	5	2			4										
Fredericksburg.....	19	14	5	2	1	2	14										
Richmond.....	16	8	8	2	2	4	8										
Total.....	41	23	18	6	3	6	26										
<i>Prince Edward.</i>																	
Ameliasburgh.....	14	14		5			8	1									
Athol.....	8	7	1	1	2	1	4										
Hallowell.....	15	11	4	6	3		6										
Separate School.....	1		1		1												
Hillier.....	16	7	9		2	1	12				1						
Marysburgh.....	20	16	4	8	3	2	7										
Sophiasburgh.....	15	11	4	2	1	1	9				2						
Total.....	89	66	23	22	12	5	46	1			3						
<i>Hastings.</i>																	
Blzevir, Madoc and Tudor.....	14	3	11			1	12									1	
Hungerford.....	17	8	9	8	5		4										
Huntingdon.....	8	4	4		1		7										
Marmora.....	7	2	5	1	2		4										
Rawdon.....	21	14	7		1	4	15	1									
Thurlow.....	24	15	9	2	1	1	11	2									
Sidney.....	18	10	8		2		13	1	1		1						7
Tyendinga.....	24	20	4	7	8		8	1									
Total.....	133	76	57	18	20	6	71	5	1		1					1	7
<i>Northumberland.</i>																	
Alnwick.....	2	1	1				2										
Brighton.....	20	14	6	2	1	2	12	2	1								
Cramahe.....	16	9	7	3		3	8	2									
Haldimand.....	19	11	8	4	2	3	4				1		3			2	
Hamilton.....	16	12	4	2		3	6		1		2		2				
Monaghan South.....	5	3	2	3		2											
Murray.....	14	9	5	3	3	4	3					1					
Percy.....	12	6	6		3	5	4										
Seymour.....	5	4	1		4	1											
Total.....	109	69	30	17	13	23	39	39	4	2	3	1		5			2

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

TRAINED IN				CERTIFICATES.								AVERAGE ANNUAL SALARIES.							
Normal School.				Total holding Provincial Certificates.	County Board.				No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	Highest Salary paid.	Lowest Salary paid Male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.			
Total.	Male.	Female.	Other Institutions.		First Class.	Second Class.	Third Class.	Unclassified.									Unqualified.		
1	5	17	5	3	5	9	3		4		£ 42 0	£ 42 0	£ 37 10	£ 42 0	£ 59 17	£ 25 10			
1	1	7	1	3	2	4	1				75 0	45 0	38 5	31 6	24 11	38 10			
1	1	15	3	10	7	10	2		5		64 0	36 0	38 5	43 9	31 10	32 12			
		11	1	11	1	5	4	1	1	1	60 0	31 10	31 10	45 6	42 0	31 10			
		6	1	12	2	10		3			50 0	30 0	50 0	43 0	23 0	28 5			
		1		12	2	10		3			60 0	50 0	50 0	56 7	23 0	35 7			
														60 0					
2	8	71	13	45	13	4			10	1	90 0	31 10	39 6	47 15	30 10	31 11			
2	1	6	1	25	3	5	4	3	3	3	60 0	50 0		55 8		45 0			
2	12	25	4	20	1	1			11		150 0	24 0	35 14	71 17	20 5	35 3			
2	10	1	8	1					4		75 0	31 10	37 17	57 8	28 6	39 2			
											36 0	23 0	31 1	23 0					
4	14	66	9	53	6	5			18	3	150 0	24 0	34 17	61 11	23 17	39 15			
1	6	19	2	16	1	1			2		30 0	38 0			27 12				
1	16	1	12	2					4		85 0	27 0	36 6	62 8	24 6	37 10			
2	41	1	34	3					6		70 2	39 0	41 10	58 15	22 8	38 0			
2											85 0	38 0	38 18	60 11	24 15	37 16			
1	14	1	1	5	7	7			4		117 0	33 0	51 10	80 6	30 0	48 0			
1	8	1	1	1	1	6			5		72 0	44 0	53 9		22 10				
2	15	2	1	6	1	1			8		95 0	36 0	61 13		30 0	25 10			
1	1	1	1	1	1	1									30 0				
2	10	1	1	10	4				7		110 11	41 0	52 2	88 5	36 11				
2	19	2	2	4	12				10		75 0	36 0	48 9	60 0	24 5	45 0			
2	15	2	2	4	9				8		125 0	36 0	44 19	125 0	27 12	32 10			
8	88	6	7	39	46				42		125 0	33 0	52 0	88 8	28 10	37 15			
1	14	1	2	5	9	6			9		45 0	28 0	33 13	75 0	23 8	37 0			
1	17	1	2	5	9	6			5		79 0	30 0	34 1	70 0	21 0	38 18			
1	8	4	2	5	4				2		60 0	50 0		55 0	35 4	38 8			
1	7	2	5	2	5				1		60 0	28 16	60 0	28 16	22 9				
1	21	1	4	11	5				3	2	100 0	30 0	44 6	76 13	21 8	21 0			
6	1	18	2	14	2	6			11	1	89 0	33 0	60 0		36 0				
3	3	18	2	7	1				3	2	114 10	55 0	55 0	86 1	23 18	54 0			
1	4	23	9	12	2	1			3	1	65 18	53 0	43 11	73 7	26 15	35 10			
12	11	125	6	22	64	34	7		37	6	114 0	28 10	47 4	66 8	23 5	37 9			
2	20	1	13	7					13		51 0	36 0	36 0	51 0		39 0			
2	16	1	7	8					11		75 0	30 0	40 16	73 16	20 6	45 18			
1	19	1	10	8					10		77 10	39 0	45 8	66 1	26 12	31 1			
1	3	15	2	10	3	1			3		87 10	48 0	48 0	69 12	24 0	49 16			
	5	5	4	1							82 10	60 0		70 8		49 8			
	5	5	4	1							75 0	60 0		65 7		30 0			
4	14	1	10	3					12		113 0	39 0	37 0	73 7	21 10	34 15			
2	2	2	5	5					3		100 0	39 0	39 15	65 2	20 9	45 0			
1	1	5	1	1	2				7		85 0	50 0		65 17		36 0			
3	14	108	1	8	60	39	1		59		113 0	30 0	41 3	66 15	24 7	40 4			

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

COMMON SCHOOLS.																	
TOWNSHIPS.	TOTAL.			RELIGIOUS FAITH.													
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregation-ists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro-tes-tants.	Unitarians.	Universalists.	Other Persuasions.	Not reported.
<i>Durham.</i>																	
Cartwright	8	7	1	6		2											
Cavan	15	13	2	5		4	5	1									
Clarke	22	21	1	1		13	7										1
Darlington	19	18	1	7	1	4	7										
Hope	14	14		4		4	5	1									
Manvers	12	10	2	5		3	1	2									1
Total	90	83	7	28	1	30	25	3	1								2
<i>Peterborough.</i>																	
Asphodel	9	7	2		4	4										1	
Beimont et Methuen	2	1	1	1			1										
Douro	7	5	2	1	3		2				1						
Dummer et Burleigh	7	5	2	1		1	2	1								2	
Ennismore	3	1	2		1												2
Monaghan North	3	3		1		1	1										
Otonabee	13	12	1	1		7		1	1	1							2
Smith and Harvey	8	8				1	4	1	2								
Total	52	42	10	5	8	14	10	3	3	1	1					1	2
<i>Victoria.</i>																	
Eldon	6	6				5	1										
Emily	12	11	1	3	4	1	4										
Penelon	2	1	1														
Mariposa	17	14	3	2		8	4	1	1		1						
Ops	11	9	2	3	5												3
Verulam	3	3		3													
Total	51	44	7	12	9	14	10	1	1		1						3
<i>Ontario.</i>																	
Brock	15	12	3	4	2	6	1	1									1
Mara and Rama	5	4	1	3		2											
Pickering	22	20	2	5	1	6	4	1			3	2					1
Reach	16	13	3		1	5	7	1									2
Scott	4	4		3						1							
Seugog Island	2	1	1				2										
Thorah	5	5				5											
Uxbridge	7	5	2	4		1	2										
Whitby	19	17	2	2		7	5		2		1						1
Total	95	81	14	21	4	31	21	3	3		4	2					4
<i>York.</i>																	
Etobicoke	9	7	2	4	1	2											2
Separate School	1		1														
Georgina	5	1	4	1	1	2	2										
Gwillimbury North	3	3		1	1	1											
Gwillimbury East	12	12				2											10
King	19	17	2		3	9	5		2								
Markham	24	18	6	3		7	10	2	1	1							
Scarborough	11	11		2		9											
Vaughan	18	17	1			11	2	2	1				2				
Whitechurch	16	13	3	2	2	5	2		1		3						1
York	19	15	4	6		7	2	1									1
Total	137	114	23	19	8	55	23	5	5	1	3		2				12

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

TRAINED IN				CERTIFICATES.							No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	AVERAGE ANNUAL SALARIES.					
Total.	Male.	Female.	Other Institutions.	Total holding Certificates.	Provincial Certificates.	County Board.				Unqualified.	Certificates annulled.		Highest Salary paid.	Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
1				9	1	3	4						£ s.	£ s.	£ s.	£ s.	£ s.	£ s.
2			3	15	1	9	2				1		70 0	48 0		58 4		23 10
3				21		6	9						90 0	45 0		67 0		44 3
4				19		13	6						100 0	50 0	70 0	77 13		50 11
5			1	14	1	7	5					1	90 0	60 0		74 1		45 0
6				11		3	2			1			120 0	54 0		69 19		54 0
7													90 0	35 0		51 6		50 0
8			4	88	3	9	44	32	2			2	120 0	35 0	70 0	66 7		45 7
9				9	1	1	2	5				1	120 0	41 0		61 15		55 0
10				12			1	6					70 0			70 0	16 10	
11				6			6	1				1	75 0	42 0		52 0		36 15
12				1			1	2					61 10	52 0		56 18		40 10
13				3			1	2					44 0	36 0		40 18		
14			1	12	2	5	3	1					72 0	55 0		65 13		
15				2		5	1						110 0	50 0		64 10		
16				2		5	1						90 0	50 0	24 0	72 14		
17			1	48	3	3	15	27	4			2	120 0	36 0	24 0	60 11	16 10	44 1
18				6			6					1	65 0	37 10		50 5		
19				12	1	1	5	5					100 0	48 0	21 10	65 0		36 0
20				2			2	2					80 0	60 0		70 0		
21			3	17		1	8	8				5	90 0	36 0		73 18		40 6
22				9		1	1	7	2				75 0	42 0		52 19		
23								3					60 0	40 0		50 0		
24			3	46	1	3	14	28	5			6	100 0	37 10	21 10	60 7		38 3
25																		
26			3	14	2		4	8	1			3	75 0	40 0	48 5	59 2	30 0	38 3
27			1	5		1	1	3					80 0	40 0		52 0		60 0
28			1	22	3	3	14	2				7	100 0	50 0		73 10		65 0
29			4	16	1	2	9	4				1	120 0	44 0	44 0	75 10		44 10
30				4		2	2					1	68 0	55 10		61 10		
31				2		1	1						39 0	39 0		39 0		52 0
32				5	1		2	2					80 0	42 0		56 9		
33				7			2	4					87 0	60 0		72 10		45 1
34			3	16	4	2	10		3			4	120 0	66 10		79 15		55 15
35																		
36			12	91	12	10	45	24	4			16	120 0	39 0	46 2	63 5	30 0	51 10
37																		
38			1	9			9						100 0	50 0		18 11		45 2
39				1		1	3					1	90 0	90 0		90 0		19 7
40			1	5		1	2						80 0	60 0		71 13		46 15
41				3			2					1	100 0	48 0	48 0	75 6		60 0
42				12	1	3	6	3	7	6		2	105 0	56 0		73 12		70 0
43			4	12	1	4	4						110 0	40 0		72 3		56 13
44				24	1		22	1				2	100 0	56 0		78 17		40 0
45			2	10	1		9		1			4	112 10	48 0		82 5		
46			4	18		3	15						112 10	45 0		73 1		47 5
47				16		2	6	8				1	130 0	60 0		90 12		56 7
48			2	17	1	7	7	2	2									
49																		
50			14	127	5	20	82	20	10	6		10	130 0	40 0	48 0	78 12		52 15

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	COMMON SCHOOL																
	TOTAL.			RELIGIOUS FAITH.													
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregational-ists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro- testants.	Unitarians.	Universalists.	Other Persuasions.	Not reported.
<i>Peel.</i>																	
Albion	13	13		4	3	2	3		1								
Caledon	13	11	2	2		6	3		2								
Chinguacousy	24	22	2	2	1	11	6	1								2	1
Gore of Toronto	3	3		1	1		1										
Toronto	22	21	1	7	3	4	7	1									
Total	75	70	5	16	8	23	20	2	3							2	1
<i>Simcoe.</i>																	
Adjala	7	7		2	4	1											
Essa	6	5	1	1		1	4										
Flos	2	1	1		1		1										
Gwillimbury West	14	10	4	6		4	4										
Innisfil	11	6	5	3	1	1	2										4
Medonte	5	2	3	1	1			1									12
Mono	10	10		5	2	3											
Mulmur	6	3	3	1		1		1		1						3	1
Nottawasaga	9	6	3	1		4	2				1					1	
Orillia and Matchedash	9	6	3	2		4										1	2
Oro	2	1	1	1					1								
Sunnidale	2	2		1		1	1										
Tay and Tiny	3	2	1	1			1										
Tecumseth	14	14		6	2	3	3										
Tossoronto	3		3	1		1	1										
Vespra	5	4	1	1		1	2										1
Total	108	79	29	32	12	25	21	1	2		1					1	15
<i>Halton.</i>																	
Esquesing	17	16	1	4	2	8	3										
Nassagaweya	7	6	1	1		3	3										
Nelson	14	13	1	1		10	1	1	1								
Trafalgar	17	13	4	2		5	8	1				1					
Total	55	48	7	8	2	26	15	2	1			1					
<i>Wentworth.</i>																	
Ancaster	13	7	6	4		3	5	1									
Barton	4	3	1			1	1	1									1
Beverly	18	17	1	7		7		3					1				
Binbrooke	6	5	1		1	4	1										
Flamborough East	6	4	2	1		1	3							1			
Flamborough West	9	7	2	1		7		1									
Glanford	6	4	2	2			3						1				
Saltfleet	12	7	5	4		2	6										
Total	74	54	20	19	1	25	19	6					2	1			1
<i>Brant.</i>																	
Brantford	18	16	2	2	1	9	5					1					
Burford	23	17	6	5		2	9	1	6								
Dumfries South	14	12	2	2		7	2	3									
Oakland	3	3		1			2										
Onondaga	5	5		1	2	1	1										
Total	63	53	10	11	3	19	19	4	6			1					

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

TRAINED IN				CERTIFICATES.							AVERAGE ANNUAL SALARIES.					
Normal School.				Total holding Certificates.	Provincial Cer- tificates.	County Board.					Highest Salary paid.	Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
Total.	Male.	Female.	Other In- stitu- tions.			First Class.	Second Class.	Third Class.	Unclassi- fied.	Certificates an- nulled.						
1				13	1		8	3			£ s.	£ s.	£ s.	£ s.	£ s.	£ s.
2				13	1		3	9			100 0	50 0		66 3		
3				23	1	4	17	1	1		75 0	55 0		62 6		60 0
4				3			3				85 0	70 0		76 6		52 10
5				22	2	2	16	2			85 0	70 0		76 13		
6											100 0	65 0		79 1		50 0
7				74	6	6	47	16	1		100 0	50 0		72 2		54 3
8																
9				7			2	5			55 0	45 0	44 5	51 0		30 5
10				6			3	3			70 0	50 0		62 0		36 0
11				2			1	1			70 0	60 0		60 0		
12			1	14		3	7	4			100 0	50 0		71 6		48 15
13				7	1		4	4	4		75 0	55 0		65 2		40 0
14				3			1	1	2		81 0	45 0		63 0		13 7
15			1	10		1	4	5	3		75 0	45 0		53 16		
16				3			3	3	3		45 0	45 0		45 0		
17			2	6	1	2	5	5	1		131 0	47 0		76 17		46 10
18				3			4	3	2		90 0	90 0		90 0		30 0
19				2		1	1	2			75 0	50 0		59 8	59 8	38 0
20				3			2	2			60 0	47 0		53 10		
21				3	1		7	7	2		72 0	45 0		58 15		45 0
22			2	14			3	3	3		70 0	38 0		60 1		45 0
23				3			2	3			48 0	45 0		46 10		35 5
24				5			2	3			50 0	38 0		43 18		
25																
26			6	96	3	7	36	50	12		131 0	38 0	44 5	60 0	59 8	37 2
27																
28			2	17		5	5	7		2	100 0	50 0		76 16		60 0
29			2	7	2		3	2		3	80 6	65 0		71 18		43 10
30			1	14	1	4	7	2		5	125 0	50 0		85 3		55 0
31			2	14	4	4	7	2		7	100 0	65 0		82 6		55 5
32																
33			5	52	7	13	22	13		17	125 0	50 0		79 1		53 8
34																
35			1	13		4	6	5		3	87 10	65 0		78 6		57 8
36			1	4	1	3				2	100 0	75 0		87 6		
37			4	18		2	12	4		3	85 10	54 0		72 2		54 0
38				6			4	2			75 0	65 0		71 0	60 0	
39				6		2	1	3		1	110 0	75 0		87 10		50 0
40			1	9		3	3	3		1	100 0	52 0		80 8		35 17
41			4	6	2	1	3			1	90 0	60 0		76 8		50 0
42				12	1	4	3	4		3	100 0	70 0		82 17		52 2
43																
44			8	74	4	19	32	19		14	110 0	52 0		79 10	60 0	37 8
45																
46																
47				18	2	5	8	3		7	100 0	60 0		84 2		48 12
48			1	23	1	3	9	10		9	125 0	60 0		75 16		53 10
49			4	14	1	1	9	3		5	100 0	47 7	64 13	83 8	49 0	69 5
50				3		1	2			2	70 0	70 0		70 0		60 0
51			3	6	1	2	2				82 10	80 0		81 4		
52																
53			9	63	5	12	30	16		23	125 0	60 0	64 13	78 18	49 0	57 17

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	COMMON SCHOOL																
	TOTAL.			RELIGIOUS FAITH.													
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregational-ists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro- testants.	Unitarians.	Universalists.	Other Persuasions.	Not reported.
<i>Lincoln.</i>																	
Caistor	7	6	1	1		1	5										
Clinton	11	9	2	2			1					1	7				
Gainsborough	14	9	5			5	9										
Grantham	10	7	3	4		3	1	1				1					
Grimsby	16	11	5	3		2	6	1								2	
Louth	7	7		3		3	4										
Niagara	8	7	1	2		2	4										
Total	73	56	17	15		13	30	2				2	7			2	2
<i>Welland.</i>																	
Bertie	14	9	5	7		2	3				1	1					
Crowland	9	6	3	3		2	3				1						
Humberstone	7	5	2		1	2	1	3			1						
Pelham	18	9	9			3	8	4									
Stamford	10	7	3	3		3	1	3			1		2				
Thorold	13	9	4	2		4	5										
Wainfleet	9	6	3	1		3	5		2								
Willoughby	5	3	2			4	1										
Total	85	54	31	16	1	23	27	10	2		3	1	2				
<i>Holdimand.</i>																	
Canborough	5	4	1	1		1	3										
Cayuga North	9	8	1	2	2	3	1									1	
Cayuga South	4	3	1	1			3										
Dunn	4	1	3	1		3											
Oneida	10	7	3	1	2	2											
Separate School	1	1										1	3			1	
Rainham	8	7	1		1	1	4	1									
Seneca	12	11	1	3		4	3	1	1			1					
Moulton and Sherbrooke	13	7	6			13											2
Walpole	15	10	5	4		6		2			1						
Total	81	59	22	13	6	33	14	4	1		1	2	3				4
<i>Norfolk.</i>																	
Charlottetville	19	10	9	2		5	6	6									
Houghton	11	8	3		1	1	5	4									
Middleton	12	9	3				6	6									
Townsend	25	21	4		1	3	7	12									
Walsingham	17	17				5	7	5				2					
Windham	13	7	6	2		5	9	2									
Woodhouse	10	7	3	3		3	3	1									
Total	107	79	28	7	2	17	43	36				2					
<i>Oxford.</i>																	
Blandford	4	3	1			3	1										
Blenheim	16	14	2	1		5	9	1									
Derham	14	14		1	2	2	5	3									
Nissouri East	11	8	3	2		5	2						1				
Norwich	23	21	2	1	1	7	11	1	1						2		
Oxford North	5	5			1	2	1	1							1		
Oxford East	8	8		1		4	2										
Oxford West	5	5				2	1	1	1								1
Zorra East	11	11		3		6	1	1	1								
Zorra West	12	8	4	1		7	4										
Total	109	97	12	10	4	43	37	8	2				1		2	1	1

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

TRAINED IN				CERTIFICATES.							No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	AVERAGE ANNUAL SALARIES.					
Total.	Male.	Female.	Other Institutions.	Total holding Certificates.	Provincial Certificates.	County Board.				Unqualified.			Highest Salary paid.	Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
						First Class.	Second Class.	Third Class.	Unplaced.	Unqualified.			£ s.	£ s.	£ s.	£ s.	£ s.	£ s.
2			1		2		3	4			3		75 0	45 0		60 17		99 0
1			1			2	6	6			2		79 0	45 0		75 12	32 0	51 0
3				1		2	6	6			3	1	90 0	66 0		75 19		46 16
2			2	1		2	11	2	2		1	4	120 0	75 0		90 5		53 10
						4	2	1			3		100 0	50 0		77 16		44 18
						3	5				3		100 0	51 15		86 8	30 0	60 0
											3		120 0	66 0	41 13	80 10	42 0	60 0
8			4		4	13	35	21	2		21	5	120 0	45 0	49 3	78 4	34 13	59 6
1			6	14		6	6	2			14		100 0	64 0		74 13	46 10	61 16
4			3	9	1	2	5	1			4		100 0	60 0		78 12		55 15
			1	7			5	2			2		100 0	55 0		76 17		56 2
			3	15		3	9	3	3		7	7	80 0	60 0		74 3		38 1
2			2	10		5	3	2			7		125 0	75 0		95 4		64 16
4			1	13	1	8	2	2			2		102 0	73 0		88 3		52 16
3				9	1	1	6	1					84 0	51 0	38 1	74 16	42 8	60 0
1			1	5	1	1	2	1			2		76 0	67 5	68 2	76 0	53 16	49 10
15			17	82	4	26	38	14	3		29	9	125 0	51 0	53 1	79 16	47 11	54 17
1				5	1	1	2	1			2		84 0	69 0		76 0		60 13
2				9	2	1	1	5			3		100 0	36 0	36 0	79 8		61 18
				4			2	2			2		70 0	60 0	65 5		50 15	
			1	4			1	3			1		78 0	52 10	52 10	70 0		54 0
			1	9			4	5	1		1		100 0	54 0		85 6		60 0
				1			1								80 0			
1				8	1		2	5			4		90 0	56 0	65 15	82 0	38 0	
4			1	12	3	1	6	2					100 0	60 0		78 0		72 10
1				10	1	1	8		3		6		100 0	43 0		69 8		49 3
				15		1	9	5			8		100 0	60 0		81 9		53 0
9			3	77	8	5	36	23	4		20	7	100 0	36 0	54 17	77 14	44 7	58 15
2				19	1	5	8	5			3	4	100 0	42 0	59 10	79 8		48 1
2				11	1		4	6			7		75 0	41 6		62 3		55 9
				10			4	6	2		3		66 0	48 0		58 17		40 10
5			1	25	1	2	12	10			12		112 10	45 0	57 0	70 1	37 0	44 13
8			2	17	3	3	6	5			13		90 0	60 0		70 0		53 2
				13		1	5	7			5		90 0	63 0		72 12		51 8
1			3	10	1		2	7			6	1	105 0	62 0		79 0		55 14
18			6	105	7	11	41	46	2		46	8	112 10	41 6	58 5	60 5	37 0	49 19
				1			1	2			1		75 0	45 0		64 11		47 10
1			4	16		2	8	6			6		95 5	60 0		77 18		52 13
1			3	14	1		9	4			8		100 0	60 0		78 7		45 17
			1	11		1	7	3			2	2	75 0	54 0		62 0	27 0	52 10
2				23	1		6	16			10	1	100 0	36 0		72 1	27 0	50 2
				5			3	2			1		90 0	56 5		69 10		54 0
1				8	1	3	2	2			3		82 0	54 0		70 17		50 0
3			1	5	1	2	2	2			2		125 0	70 0		92 14		49 0
1				11		2	8	1			2		100 0	45 0		67 13		48 10
			1	12		1	5	6			3	1	78 3	60 0		67 17		45 9
9			12	109	4	12	40	44			38	4	125 0	36 0		72 7	27 0	49 7

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	COMMON SCHOOL												
	TOTAL.			RELIGIOUS FAITH.									
	Common School Teachers.	Male.	Female.	Church of England.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregationalists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Protestants.
<i>Waterloo.</i>													
Dumfries North	9	9			1	2							
Waterloo	24	21	3	2	2	9			1				
Wellesley	14	14		3	2	4	1	1		2			1
Separate School,.....	2	2			2								
Wilnot	20	19	1	5	1	4	4			2		3	
Woolwich	10	10		1	1	2	5	1					1
Total.....	79	75	4	11	9	27	19	2	1	4		4	2
<i>Wellington.</i>													
Amaranth	2	2				1	1						
Arthur, Luther and Minto,	4	4		3		1							
Separate Schools,	2	2			2								
Eramosa	6	6			1	3	1					1	
Erin	13	9	4	3		7	2						1
Garafra	7	6	1	1		3	2						
Guelph	7	7		1	2	3	1						
Maryborough,	3	2	1	1		1	1						
Nichol	5	5		1		4							
Separate School,	1	1			1								
Peel	7	5	2			2	5						
Pilkington	6	4	2	2		2	2						
Pushinch	11	10	1		1	2	2						
Total.....	74	63	11	12	7	35	18					1	1
<i>Grey.</i>													
Artemesia	5	4	1			1	4						
Bentick	6	6		1		5							
Collingwood	1	1				1							
Egremont	5	5		3	1	1							
Euphrasia	4	3	1	2		1					1		
Glenelg	2	2				2							
Holland	9	5	4	3		2						1	3
Melancthon and Proton.....	3	2	1	2		1							
Normanby	3	3		1	1	1							
Osprey	2	1	1			2							
St. Vincent	9	9		3		4	2						
Sullivan	3	3		1		2							
Derby	2	2		1		1							
Sydenham	10	10		4		3	2		1				
Total.....	63	55	8	21	2	22	12		1		1	1	3
<i>Perth.</i>													
Blanchard	12	8	4	5		2	4	1					
Downie	9	6	3	1		6						1	
Easthope South.....	6	5	1	1	1	2	1			1			
Easthope North.....	6	5	1		1	4				1			
Ellice	4	3	1	1	2								1
Fullarton	6	6		1		4	1						
Hibbert	2	2		2									
Logan	3	1	2				3						
Mornington	4	4				4							
Total.....	52	40	12	11	4	22	9	1	1	2		1	1

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

TRAINED IN				CERTIFICATES.								No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	AVERAGE ANNUAL SALARIES.					
Total.	Male.	Female.	Other Institutions.	Total holding Provincial Certificates.	County Board.				Unqualified.	Certificates annulled.	Highest Salary paid.			Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.	
					First Class.	Second Class.	Third Class.	Unclassified.											
5				9	1	3	5					4	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	
2				24	1		14					11	115 0	60 0		79 11		54 0	
1				13	1		6					3	101 0	55 10	57 15	73 4		51 0	
							6						84 0	48 0		61 17			
							2									60 0			
			10	20		2	11					11	90 0	43 2	54 0	66 13		42 10	
			1	10		1	6					5	78 0	66 0		70 17		51 0	
8			16	78	3	6	42	27	1			34	115 0	43 2	55 17	70 8		49 12	
				2			2					1	54 0	50 0	50 0	54 0			
				4			2						82 0	42 5		58 1			
							1									50 0			
1				6		2	1					2	85 0	60 0	60 0	77 17			
3				13	3	1	6					4	87 10	60 0		66 2		57 10	
							3					2	60 0	45 0		55 0	27 15	38 0	
1				7	1	1	4					1	90 0	55 0		72 8			
				3			1					2	65 0	57 0		61 0		43 0	
				5		1	3					1	120 0	60 0		78 0			
																75 0			
1				7			5					2	75 0	45 0		63 10	50 0	48 0	
2				6		1	4					1	100 0	60 0		82 10		62 10	
3				11	2	2	6					2	90 0	55 0		70 8		60 0	
11			4	73	6	8	33	26	1			17	120 0	42 0	55 0	67 3	38 17	52 7	
				5			2						72 0	30 0		48 16			
				6			3					1	75 0	50 0		56 3			
				1			1						48 0			48 0			
				5		1	1					3	70 0	35 0		52 18			
				4			1						55 0	33 0		46 0		50 0	
				2			1						48 0	48 0		48 0			
				6			1						51 18	22 10		35 4		40 0	
				3			5					1	45 0	40 15		42 17		30 0	
				3			1						50 0	40 0		43 6			
				2			2						60 0	60 0		60 0		60 0	
				8		2	4					3	87 10	50 0		65 11		45 0	
				3			1						50 0	44 0		46 6			
				2			1						53 6	53 6		53 6			
1				10			7					1	100 0	52 0		66 18			
1			2	59	1	3	25	31	4			6	100 0	22 10		50 19		45 0	
				12		2	4					1	85 0	52 10		68 0		46 2	
				9		1	7						75 0	40 0		59 3	15 0	58 13	
				6			2					1	66 0	54 0		59 6		60 0	
1				6			3					1	75 0	54 0		64 16		65 0	
				4			1						80 0	60 0		64 11			
				6			4					1	70 0	55 0		62 10			
				2			1						75 0	60 0		67 10			
				3			1					1	100 0	100 0		100 0		30 0	
				4			1					1	72 0	60 0		64 10			
1			8	52		7	24	21				5	100 0	52 10		67 16	15 0	51 19	

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

COMMON SCHOOL																	
TOWNSHIPS.	TOTAL.			RELIGIOUS FAITH.													
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregational-ists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro- testants.	Unitarians.	Universalists.	Other Persuasions.	Not reported.
<i>Huron.</i>																	
Ashfield.....	6	4	2		1	4	1										
Biddulph.....	7	7		2	2	2	1	1									
Colborne.....	4	4					1	1									
Goderich.....	9	9				6	1	1									
Hay.....	3	3		1	1	1	1	1									
Hullett.....	6	3	3	1	1	1	3										
McGillivray.....	8	3	5	2	1	4	1										
McKillop.....	4	4			3		1										
Stanley.....	7	7		3		3	1	1									
Stephen.....	3	2	1														
Tuckersmith.....	5	5		1		4											
Usborne.....	5	4	1			3	2										
Wawanosh.....	4	4		2		2											
Total.....	71	59	12	17	9	32	13										
<i>Bruce.</i>																	
Arran.....																	
Brant.....	4	1	3	1		1	1	1									
Bruce.....																	
Carriack.....																	
Culross.....																	
Elderslie.....																	
Greenock.....	2	2															
Huron.....	1	1		1													
Kincardine.....	4	4				4											
Kinloss.....	1	1					1										
Saugeen.....	3	3				3											
Total.....	15	12	3	2		8	2	1					2				
<i>Middlesex.</i>																	
Adelaide.....	10	9	1	4	1	1	4										
Carradoc.....	10	8	2	1		5	2	2									
Delaware.....	5	5		1		3	1										
Dorchester North.....	12	10	2	1									11				
Ekfrid.....	8	6	2			6		2									
Lobo.....	9	9				6	1	2									
London.....	27	23	4	11	1	2	5	2						2		3	1
Metcalf.....	6	6				2								4			
Mosa.....	12	7	5	2		3	1										
Nissouri West.....	13	7	6	5		4	4										
Westminster.....	20	20		2		3	8	5	2								
Separate School.....	1	1			1												
Williams.....	10	7	3	1	1	7	1										
Separate School.....																	
Total.....	143	118	25	28	4	47	22	13	2				18			5	4
<i>Elgin.</i>																	
Aldboro.....	7	6	1			6		1									
Bayham.....	20	10	10	2		5	13										
Dorchester South.....	6	5	1				1					1	4				
Dunwich.....	10	10				7	3										
Malahide.....	22	16	6	1		1	16	4									2
Southwold.....	20	15	5	1		5	11	3									
Yarmouth.....	26	18	8	5		10	5	6									
Total.....	111	80	31	9		33	49	14				1	4				2

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

TRAINED IN				CERTIFICATES.							No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	AVERAGE ANNUAL SALARIES.					
Normal School.			Other Institutions.	Total holding Certificates.	Provincial Certificates.	County Board.				Certificates annulled.			Highest Salary paid.	Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
Total.	Male.	Female.				First Class.	Second Class.	Third Class.	Unclassified.									
1				6	1	2	3					£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	
			1	7		5	2					60 0	32 0		44 0		47 10	
				4		4						71 0	45 0		57 0			
				9	3	6				2		64 0	50 0		59 0			
			1	3		1	2					75 0	30 0		57 14			
				6		3	3					75 0	60 0		67 10		30 0	
				2		4	4			1		80 0	50 0		65 6		39 0	
				4		4	4					66 0	45 0	39 0	50 4		43 8	
				7		6	6	1		2		72 10	62 0		67 7			
				3		3	3					70 0	50 0		61 12			
				5	2	2	2	1				70 0	63 0		66 10		45 0	
				5	1	2	2	2				80 0	60 0		72 0			
				4		3	3	1				100 0	54 0		76 15		45 0	
												75 0	55 0		62 10			
1			2	71	1	8	42	20			5	100 0	32 0	39 0	62 2		41 13	
						1	2	1				60 0	50 0		55 0		39 0	
			1						2			55 0	50 0		52 10			
			2	1		1						50 0	50 0		50 0			
				4		2	2			1		75 0	48 0		62 12			
				1			1					60 0	60 0		60 0			
				2		2		1				82 10	40 0		64 3			
			3	12		1	7	4	3		1	82 10	40 0		57 7		39 0	
				10		1	5	4			3	84 0	45 0	36 0	61 17		44 0	
			1	10		4	5	1			2	84 0	58 0		72 10		51 16	
				5		1	4					108 6	60 0		79 12			
1			3	12		9	3				3	100 0	57 12	70 11	73 14	51 0	40 14	
1			7	8	1	2	2	3			4	75 0	60 0		67 16		42 0	
1				9	1	2	4	2			2	81 16	54 0		62 17		54 0	
4			3	27	1	15	10	1			4	90 0	54 0	60 0	71 16	45 0	55 2	
			6	6		1	1	4			3	78 0	42 0		64 0			
3				9	2		7		3		1	100 0	60 0		73 0		47 0	
1				13		3	4	6			1	75 0	48 5		60 9		49 4	
3			7	20	3	2	14	1			10	93 14	60 0		77 0		49 8	
				1			1								69 5			
1				10		8	2					75 0	54 0		67 3	29 5	46 10	
															62 5			
15			28	140	8	39	68	25	3		33	108 6	42 0	55 10	69 6	41 15	47 19	
				7			3	4			5	72 0	60 0		65 4		49 10	
2				20		3	12	5			9	100 0	47 14	53 18	69 14	53 18	57 8	
				6		1	2	3			5	78 0	57 0		68 1		46 10	
1			1	10		2	2	6				100 0	42 0	35 12	71 16	28 2		
4				22	1	3	10	8			5	100 0	52 12	60 0	74 18	40 10	51 9	
1				20			8	11			6	125 0	57 0		62 15		47 1	
2				24	1	7	15	1	2			100 0	50 0		73 10			
10			1	109	3	16	52	38	2		30	125 0	42 0	49 16	69 8	40 16	50 7	

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	COMMON SCHOOL																
	TOTAL.			RELIGIOUS FAITH.													
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregational-ists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro- testants.	Unitarians.	Universalists.	Other Persuasions.	Not reported.
<i>Kent.</i>																	
Camden and Zoue.....	11	10	1	6	.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Chatham.....	7	7	.....	2	.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dover.....	6	6	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Harwich.....	12	12	.....	2	2	3	1	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Howard.....	15	8	7	2	.....	5	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oxford.....	7	.....	7	1	1	1	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Raleigh.....	12	9	3	3	4	2	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Romney.....	3	3	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tilbury East.....	4	4	.....	1	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	77	59	18	17	13	19	19	8	.....	.....	.....	.....	.....	.....	.....	.....	1
<i>Lambton.</i>																	
Bosanquet.....	11	3	8	2	1	2	2	1	.....	.....	.....	.....	.....	.....	.....	.....	3
Brooke.....	2	1	1	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dawn.....	5	2	3	1	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	1	.....	.....
Enniskillen.....	1	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Euphemia.....	8	6	2	2	1	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Moore.....	8	6	2	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
Plympton.....	10	8	2	1	1	7	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sarnia.....	6	4	2	1	.....	3	.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....
Sombra.....	14	8	6	3	.....	3	4	2	1	.....	.....	.....	.....	.....	.....	.....	1
Warwick.....	13	10	3	2	2	5	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
Total.....	78	49	29	12	5	23	14	5	2	.....	.....	1	.....	.....	1	.....	7 3
<i>Essex.</i>																	
Anderdon.....	3	2	1	.....	2	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colchester.....	9	5	4	4	1	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gosfield.....	7	5	2	3	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maidstone.....	3	3	.....	.....	2	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Malden.....	3	2	1	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Separate School.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mersea.....	4	3	1	.....	.....	.....	3	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rochester.....	3	3	.....	.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sandwich.....	13	11	2	1	11	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tilbury West.....	4	3	1	.....	3	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	49	37	12	9	23	4	9	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
<i>The Cities.</i>																	
Toronto.....	34	16	18	5	16	3	3	2	2	.....	.....	.....	.....	.....	.....	.....	3
Hamilton.....	31	8	23	4	6	11	7	1	2	.....	.....	.....	.....	.....	.....	.....	.....
Kingston.....	11	6	5	7	.....	2	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....
Separate School.....	7	5	2	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
London.....	10	5	5	2	1	2	3	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Ottawa.....	16	10	6	2	10	3	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	109	50	59	20	40	21	14	4	5	.....	.....	.....	2	.....	.....	.....	3

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

TRAINED IN				CERTIFICATES.							AVERAGE ANNUAL SALARIES.						
Normal School.				Total holding Certificates. Provincial Certi- ficates.	County Board.				Unqualified. Certificates an- nulled.	No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	Highest Salary paid.	Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
Total.	Male.	Female.	Other Institu- tions.		First Class.	Second Class.	Third Class.	Unclassi- fied.									
				11	2	1	3		7		£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.
				7		6	1				90 0	60 0		07 7			34 10
				6		2	2				84 0	58 10		71 14			48 0
1				12	1	7	2				84 0	60 0		71 10			
				15	1	12	2				100 0	60 0		82 9			68 10
				7		5	2			1	111 11	42 0		79 8		34 8	50 0
1			3	12	1	6	5		1	1	80 0	60 0	42 0	68 0		44 5	
				3			3				110 0	84 10		92 6			65 10
				4			1				66 0	57 0		62 13		48 0	
				4	1	2	1				90 0	50 0		66 10			
2			3	77	2	13	40			9	2	111 11	42 0	42 0	73 11	42 4	53 6
1				8		2	6	3		1	75 0	63 0		68 18			51 15
				2		1	1				60 0	36 0		60 0			
				5		1	4				69 0	60 0	36 0	64 10			43 6
				1		1	1										
				8	1	4	3				90 0	54 0		66 14			44 5
1			2	8		6	4		3								
1			2	10	1	5	2		1		66 0	54 0	57 0	60 0			58 10
			1	6	3	2	1		2		110 0	60 0		76 18			67 0
			1	14		3	11				100 0	45 0		69 8	37 6		49 10
1			2	13	1	2	3			2	84 0	52 0		63 0			51 0
4			8	75	2	6	31	36	3	6	3	110 0	36 0	46 10	66 3	37 6	52 4
			1	3		1	2				66 0	57 0		57 0			57 0
2				7		5	3	2			84 0	36 0		59 18			42 8
			1	3		1	3				75 0	62 10		64 15			36 10
				3		2	1		1	1	84 0	62 0		74 13			
			1	2		1	1	1			63 15	63 15		63 15			39 0
														62 10			
				4		3	1				92 10	57 5		72 0			37 10
				3		2	2		3		90 0	66 0		77 0			
			3	13		5	8				125 0	54 0		69 5			46 5
				4		1	3		1		65 3	60 0		62 11			60 17
2			6	46	3	21	22	3		5	125 0	36 0		66 15			45 13
16				26	6	14	6				140 0			127 2			68 12
23				18	14	2	2			8	183 6	183 6		183 6			73 9
1			7	11	5	6			1		110 0	65 0		98 6			44 3
				4													
			1	10	1	9			6	1	200 0	125 0		137 10			66 13
5				16		16					95 0			87 15			65 0
45			8	85	21	46	14	4	24	6	10	200 0	65 0		135 14		63 11

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

TOWNS, TOWN MUNICIPALITIES AND VILLAGES.	COMMON SCHOOL																
	TOTAL.			RELIGIOUS FAITH.													
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregational-ists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro- testants.	Unitarians.	Universalists.	Other Persuasions.	Not reported.
<i>The Towns.</i>																	
Belleville	4	4		2		1			1								
Separate School	2	1	1		2												
Brantford	9	5	4	2		3	4										
Separate School	1		1		1												
Brockville	4	2	2	2		1											1
Separate School	1	1			1												
Chatham	5	3	2	1	1	2		1									
Separate School	1		1		1												
Cobourg	4	4			3	1	1										
Cornwall	4	4			3	1											
Dundas	4	2	2	1	1		2										
Goderich	3	2	1			1	1										1
Niagara	3	1	2	1		1											1
Separate School	1	1			1												
Perth	6	3	3	1		3	1	1									
Separate School	1	1			1												
Peterborough	7	4	3	1		1	2	1									2
Separate School	2	1	1		2												
Pictou	4	3	1		1		3										
Separate School	1	1			1												
Port Hope	4	3	1			3	1										
Prescott	3	2	1			2	1										
Separate School	1	1	1		1												
St. Catharines	6	5		2	1	2		1									5
Whitby	4	3	1	1		2		1									
Total	85	57	28	19	17	23	15	5	1								5
<i>The Town Municipalities.</i>																	
Amherstburgh	3	1	2	1		1		1									
Separate School	3	1	2		3												
Barrie	2		1		2												
Guelph	4	2	2	1		2			1								
Simcoe	4	3	1	2		2											
Woodstock	6	4	2	1		2		2									1
Total	22	12	10	5	5	7		3	1								1
<i>The Villages.</i>																	
Berlin	2	2				1											1
Bowmanville	3	2	1	1					2								
Brampton	2	1	1			1	1										
Caledonia	2	1	1														1
Chippewa	4	1	3	1													
Galt	5	3	2	1		4											
Ingersoll	2	1	1	2													
Napanee	2	2			1		1										
Oshawa	2	1	1			1			1								
Paris	6	2	4			2	1	2					1				
Preston	3	2	1			2	1										
St. Mary's	2	2															2
St. Thomas	4	4				1	2	1									
Smith's Falls	2	1	1			1	1										
Stratford	2	1	1	2													
Thorold	2	2				1	1										
Separate School	2	1	1		2												
Trenton	2	2			1		1										
Vienna	2	1	1	2													
Windsor	2	2		1	1												
Yorkville	2	1	1				2										
Total	55	35	20	14	5	14	11	3	3				1			2	2

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

TEACHERS.

TRAINED IN				CERTIFICATES.							AVERAGE ANNUAL SALARIES.							
Normal School.				Total holding Certificates.	Provincial Certi- ficates.	County Board.				Unqualified. Certificates an- nulled.	No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	Highest Salary paid.	Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
Total.	Male.	Female.	Other Institu- tions.			First Class.	Second Class.	Third Class.	Unclassi- fied.									
1				4	1	3							£ s.	£ s.		£ s.		£ s.
5		1		9	5	2	2		2		3	1	125 0	80 0		116 0		40 0
1				4	1		3		1				200 0	60 0		107 0		72 0
1		2		5	1	3	1		1		1	1	180 0			70 0		55 0
	1			4			2		1				120 0	100 0		106 13		67 10
	4			4		1	2	2			2	1	101 0	60 0		90 0		
				4	1	1	3	2					53 6	50 0		51 2		65 16
				3	1	1		1			1	1	112 0	100 0		106 5		62 10
1		1		3	1	1		1			1	1	120 0			115 0		43 10
				1							1	1	125 0			125 0		55 0
2		2		5	1	2		2	1				200 0			135 16		47 4
3		3		7		4	2	1	1				150 0			101 5		52 10
2				4	1	1	1	1		2			100 0	85 0		86 13		42 0
1				4	1	1					2	1	100 0					
				4	1	1		1					100 0	82 0		93 4		70 0
				3		1	2				1		75 0	60 0		67 10		50 0
1		3		6	1		5	1			2	1	150 0	100 0		125 0		75 0
1				4		2	1	1					130 0	72 0		100 13		42 0
23		17		76	15	25	26	10	9		13	9	200 0	50 0		99 16		56 0
				3		1	1	1					100 0			100 0		51 15
		1		2		1	1		3				75 0			75 0		40 0
				4		1	3				1	1	60 0	57 10		59 5		40 0
				4		2		2			1	1	112 10	30 0		71 5		35 0
1				6	1	1	4				1	1	125 0			125 0		67 10
1		1		19	1	6	9	3	3		2	3	125 0	30 0		86 2		46 17
1		1		2			2				1		100 0	100 0		100 0		40 0
2				2									100 0	100 0		100 0		67 10
1				2	1	1					2	1	100 0			100 0		65 0
				4	2		2				3	1	95 0	80 0		87 10		
				4		2					1		100 0			100 0		69 12
				5		4	1				1		130 0	125 0		127 10		72 10
				2		2							125 0	125 0		125 0		90 0
		2		2		2							57 10					52 15
		1		2		2							110 0	100 0		110 0		100 0
2		2		6		5	1						125 0	100 0		112 10		53 3
1				3	1	1							130 0	61 5		95 12		70 0
				2			2				2	1	80 0			80 0		65 0
				4	2	1		1			1	1	130 0	85 0		107 10		62 10
				2		1					1	1	80 0			80 0		40 0
2		1		2		2					1	1	120 0			120 0		80 0
2				2		1	1						100 0			100 0		
1		1		2	1		1					1	90 0			90 0		
1				2	1			1			3	1	100 0			100 0		60 0
				2			2						100 0	75 0		187 10		
1				2	1		1				1		120 0			120 0		60 0
16		8		52	9	22	19	2	3		16	12	130 0	61 5		107 10		65 10

PART II.—Table E.—(Summary.)

THE COMMON SCHOOLS

COUNTIES.	COMMON SCHOOL																
	TOTAL.			RELIGIOUS DENOMINATIONS.													
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregational-ists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro-Testant.	Unitarians.	Universalists.	Other Persuasions.	Not reported.
<i>Counties.</i>																	
Glengarry	61	39	22	3	21	33	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	3
Stormont	62	29	33	18	11	23	6	2	.....	.....	.....	.....	.....	.....	.....	.....	2
Dundas	74	37	37	24	8	15	19	2	.....	5	.....	.....	.....	.....	.....	.....	1
Prescott	40	23	26	6	13	17	10	1	.....	.....	.....	.....	.....	.....	1	.....	1
Russell	16	10	6	6	.....	.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carleton	80	70	10	22	16	20	8	4	.....	.....	.....	1	1	.....	.....	.....	4
Grenville	81	43	38	19	10	16	27	4	.....	.....	.....	1	1	.....	.....	.....	2
Leeds	136	75	61	40	10	19	59	4	.....	3	.....	.....	2	1	.....	.....	1
Lanark	106	76	30	24	15	44	11	8	4	.....	.....	.....	.....	.....	.....	.....	.....
Renfrew	42	29	13	12	10	15	1	.....	1	.....	.....	.....	8	.....	.....	.....	.....
Frontenac	75	35	40	20	17	3	29	1	.....	.....	.....	.....	.....	.....	.....	.....	2
Addington	73	52	21	19	5	7	41	.....	1	.....	.....	.....	.....	.....	.....	.....	3
Lennox	41	23	18	6	3	6	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Prince Edward	89	66	23	22	12	5	46	1	.....	.....	3	.....	.....	.....	.....	.....	.....
Hastings	133	76	57	18	20	6	74	5	1	.....	1	.....	.....	.....	.....	.....	1
Northumberland	109	69	30	17	13	23	39	4	2	.....	4	.....	6	.....	.....	.....	2
Durham	90	83	7	28	1	30	25	3	1	.....	.....	.....	.....	.....	.....	.....	2
Peterborough	52	42	10	5	8	14	10	3	3	1	1	.....	.....	.....	1	2	4
Victoria	51	44	7	12	9	31	21	1	1	.....	1	.....	.....	.....	.....	.....	3
Ontario	96	81	14	21	4	14	10	3	3	.....	4	2	.....	.....	.....	.....	4
York	137	114	23	19	8	55	23	5	5	1	3	.....	2	.....	.....	.....	4
Peel	75	70	5	16	8	23	20	2	3	.....	.....	.....	.....	.....	.....	.....	2
Simcoe	108	79	29	32	12	25	21	1	2	.....	1	.....	.....	.....	.....	.....	1
Halton	55	48	7	8	2	26	15	2	1	.....	.....	1	.....	.....	.....	.....	.....
Wentworth	74	54	20	19	1	25	19	6	.....	.....	.....	2	1	.....	.....	.....	1
Brant	63	53	10	11	3	19	19	4	6	.....	.....	1	.....	.....	.....	.....	.....
Lincoln	73	56	17	15	.....	13	30	2	.....	.....	.....	2	7	.....	.....	.....	2
Welland	85	54	31	16	1	23	27	10	2	.....	3	1	2	.....	.....	.....	.....
Haldimand	80	58	22	13	5	33	14	4	1	.....	1	2	3	.....	.....	.....	4
Norfolk	107	79	28	7	2	17	43	36	1	.....	.....	2	.....	.....	.....	.....	.....
Oxford	109	97	12	10	4	43	37	8	2	.....	.....	.....	1	.....	.....	.....	.....
Waterloo	79	75	4	11	9	27	19	2	1	4	.....	.....	.....	.....	.....	.....	.....
Wellington	74	63	11	12	7	35	18	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
Grey	63	55	8	21	2	22	12	.....	1	.....	1	.....	.....	.....	.....	.....	.....
Perth	52	40	12	11	4	22	9	1	1	2	.....	1	.....	.....	.....	.....	.....
Huron	71	59	12	17	9	32	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bruce	15	12	3	2	.....	8	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex	143	118	25	28	4	47	22	13	2	.....	.....	.....	18	.....	.....	.....	.....
Elgin	111	80	31	9	.....	33	49	14	.....	.....	.....	1	4	.....	.....	.....	.....
Kent	77	59	18	17	13	19	19	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lambton	78	49	29	12	5	28	14	5	2	.....	.....	1	.....	.....	1	.....	.....
Essex	49	37	12	9	23	4	9	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total for Counties.....	3294	2414	880	658	329	933	917	168	47	13	26	20	53	4	6	46	75
Total for 1855.....	3565	2568	997	716	396	998	957	183	57	13	26	20	56	4	6	48	85
Total for 1854.....	3539	2508	1031	702	421	980	1009	227	62	8	37	12	36	14	.....	.....	12
Increase.....	27	60	.....	14	.....	18	.....	.....	.....	5	.....	8	20	.....	.....	6	36
Decrease.....	.....	.....	34	.....	25	.....	52	44	5	.....	11	.....	.....	10	.....	.....	.....

TRAINED IN					CERTIFICATES.									AVERAGE ANNUAL SALARIES.						
Normal School.		Other Institutions.			Total holding Certificates.	Provincial Certificates.	County Board.				Unqualified.	Certificates annulled.	No. of schools in which teacher was changed during year.	No. of schools having more than one teacher.	Highest Salary paid.	Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
Total.	Male.	Female.		First Class.			Second Class.	Third Class.	Unclassified.											
2	5	58	1	4	38	15	3					3	1	£ 100 0	s. 32 10	£ 31 12	s. 46 14	£ 25 1	s. 25 1	
2	1	62	1	4	19	30	2					13	1	90 0	40 0	37 17	54 9	25 9	36 7	
2	3	72	1	14	32	26	2					9	1	160 0	27 0	40 14	65 14	26 4	40 3	
1	3	48	1	1	17	27	1							72 0	25 0	34 12	53 19	18 9	30 14	
1	3	16	1	3	7	5							1	75 0	24 0	30 10	51 9	23 0	33 19	
3	1	77	1	8	47	22	3					2		75 0	36 0	28 16	47 1	16 10	35 0	
1	4	80	1	9	52	18	1					14		100 0	34 0	29 9	59 2	21 18	36 14	
5	2	134	2	2	84	41	1					24	10	120 0	24 0	39 4	57 2	23 11	30 13	
1	3	105	1	3	41	60	2					3		100 0	20 0	29 5	43 5	24 12	29 5	
2	4	70	2	1	6	31	2					2		80 0	30 0	38 10	50 6	31 6	33 3	
2	2	41		13	45	13	4					10		90 0	31 10	39 6	47 15	30 10	31 11	
4	14	68		9	53	6	6					18	3	150 0	24 0	34 17	61 11	23 17	39 15	
8		41	1	3	34	3						6		85 0	38 0	58 18	60 11	24 15	37 16	
12	11	89	6	7	30	46						42		125 0	33 0	62 0	88 8	28 10	37 15	
8	14	126	6	22	64	34	7					37	6	144 0	28 16	47 4	66 8	26 5	37 9	
3	4	88	3	8	60	32	1					59		113 0	30 0	41 3	68 15	24 7	40 4	
5	1	46	3	3	15	27	4					2		120 0	35 0	70 0	66 7		45 7	
3		48	1	3	14	28	5					6		120 0	36 0	24 0	60 11	16 10	44 1	
21	12	91	12	10	45	24	4					16		100 0	37 10	21 10	60 7		38 3	
28	14	127	5	20	82	20	10	6				10		120 0	39 0	46 2	63 5	30 0	51 10	
13	11	74	5	6	47	16	1					10	1	130 0	40 0	48 0	78 12		52 15	
11	6	96	3	7	36	50	12					7		100 0	50 0		72 2		54 3	
12	5	75	7	13	22	13						17		131 0	38 0	44 5	60 0	59 8	37 2	
14	5	55	4	19	32	19						14	1	125 0	50 0		79 1		53 8	
11	8	63	5	12	30	16						23	2	110 0	52 0	64 13	78 18	40 0	57 17	
8	4	73	4	13	35	21						31		125 0	45 0	49 3	78 4	34 13	59 6	
15	17	82	4	26	38	14	3					29		125 0	51 0	53 1	79 16	47 11	54 17	
9	3	76	8	5	35	28	4					20	9	100 0	36 0	54 17	77 14	44 7	58 15	
18	6	105	7	11	41	44	2					46		100 0	41 6	58 5	60 5	37 0	49 19	
9	12	109	4	12	49	38	4					38	4	125 0	33 0		72 7	27 0	49 7	
11	16	78	3	6	42	27	1					34		115 0	43 2	55 17	70 8		49 12	
8	4	73	6	6	33	26	1					17	1	120 0	42 0	55 0	67 3	38 17	52 7	
1	2	59	1	3	25	31	4					6		100 0	22 10		60 19		45 0	
1	2	52	1	3	22	21						5	1	100 0	52 10		67 16	15 0	51 19	
1	2	71	1	5	42	20						5		100 0	62 0	39 0	62 2		41 13	
.....	3	12		1	7	4	3					1		82 10	40 0		67 7		39 0	
15	28	140	8	39	68	25	3					33	1	108 6	42 0	55 10	69 6	41 15	47 19	
10		109	8	16	52	38	2					30	5	125 0	42 0	49 16	69 8	40 16	50 7	
2	3	77	2	13	40	22						9	2	111 11	42 0	42 0	73 11	42 4	53 6	
4	8	75	2	6	31	36	3					6	3	110 0	36 0	46 10	66 3	37 6	52 4	
2	6	46		3	21	22	3					5		125 0	36 0		66 15		45 13	
289	...	274	3195	123	402	1576	1094	99	6	.....	658	76		160 0	20 0	43 5	64 10	31 15	43 12	
374	...	307	3427	169	501	1644	1113	138	6	.....	695	110		350 0	20 0	43 5	83 14	31 15	51 4	
375	...	225	N. R.	169	483	1661	1180	52	.....	.....	N. R.	N. R.		.....	.....	42 2	78 18	30 0	48 4	
.....	1	82	.....	18	.....	86	6	.....	.....	.....	.....	.....	.....	.....	.....	1 3	4 16	1 15	3 0	
.....	1	.....	.....	17	67	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

PART II.—Table F.

THE COMMON SCHOOLS

TOWNSHIPS.	Total No. of School Houses.	SCHOOL HOUSES.														
		KIND.					TITLE.				BUILT DURING THE YEAR.					
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not Reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
<i>Glengarry.</i>																
Charlottenburgh	17			2	15		8	3	1	5						
Kenyon	15				15		11	3	1							
Lancaster	14			5	9		8	4	1	1				1		1
Lochiel	17			1	12	4	10	4	1	2						
Total	63			8	51	4	37	14	4	8				1		1
<i>Stormont.</i>																
Cornwall	22	2	3	6	11		20	2				1				1
Finch	6			1	5		5	1								
Osnabrock	22	3		8	11		16	3	2	1						
Roxborough	11				11		9	2								
Total	61	5	3	15	38		50	8	2	1		1				1
<i>Dundas.</i>																
Matilda	21	1	6	5	9		17	1		3	1	1				2
Mountain	16		2	1	13		15	1						1		2
Williamsburgh	18	1	1	4	12		13	3	2							
Winchester	13			2	11		13									
Total	68	2	9	12	45		58	5	2	3	1	2		1		4
<i>Prescott.</i>																
Alfred	4				4		4								2	2
Caledonia	4				4		3		1							
Hawkesbury East	17			3	12	2	15		2							
Hawkesbury West	8		1	4	3		6	1		1						
Longueuil	6	1		1	4		6									
Plantagenet North	7				7		7									
Plantagenet South	3				3		3									
Total	49	1	1	8	37	2	44	1	3	1					2	2
<i>Russell.</i>																
Cambridge and Russell	6			1	5		5	1								
Clarence	2				2		2									
Cumberland	7				7		7							1		1
Total	15			1	14		14	1						1		1
<i>Carleton.</i>																
Fitzroy	9			2	7		6	1		2						
Gloucester	14			1	13		12		1	1						
Goulbourne	14				14		1	13								
Gower North	9				2	7	2			7						
Huntley	8				6	2	4			4						
March	2				1	1	2									
Marlborough	10			1	8	1	4	5		1						
Nepean	9				9		8	1								
Osgoode	15		1	1	13		15									
Torbolton	1				1		1									
Total	91		1	5	74	11	55	20	1	15						

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

SCHOOL VISITS.								LECTURES.			TIME OPEN.				
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.	Average No. of Months and Days open.		
133	21	7	7	8		69	21	13	12	1	16	Mos. 157	Days. 6	Mos. 9	Days. 25
72	23					45	1	13	13		13	126		10	14
130	33	11	19	9		55	9	15	14	1	12	129	14	10	24
6						3	3				1	9		9	
87	20	19	1	4		55	17	3	3		14	139		9	28
20	6	2				6								11	
443	100	33	18	21		213	51	44	42	2	53	370	20	10	6
227	33	18	3	8		80	76	6	3	3	22	183	15	8	14
72	14					27	7				6	79	9	9	26
228	33	5	4	7		119	107	12	12		23	220	3	9	17
44	28	2				24		28	14	14	10	87	4	8	21
451	131	39	7	15		239	199	46	29	17	61	553	1	9	2
493	48	45	26	6	103	21	149	22	21	1	21	198		9	13
168	32		5	1		70		8	8		15	128	8	9	23
210	19	10		5		90	84	1	1		17	130	7	8	25
138	55	18	1	1		59	24	20	16	4	13	131	1	10	2
354	104	73	34	13	103	210	357	51	43	5	63	627	16	9	15
43	11	1	13	8		15					4	31		7	12
45	9	5	6	5		20		7	5	2	4	39	20	9	27
108	41	28	1	5		8	15	14	13	1	15	165	13	11	1
6	2	2				2		1			1	7	17	7	17
90	16	4		6		24	30	13	13		9	96	15	10	21
31	11	7				10	3	6	4	2	6	65	11	10	26
74	9	4	2	9	1	41	8				7	57	15	8	6
30	6	2		5		17		2	2		3	25	9	8	13
422	105	63	22	28	1	137	53	42	37	5	49	488	19	9	29
65	15		5	2		34	9	8	8		6	56	12	9	12
14	3	3	4	4		7	25	2	2		2	21	15	10	22
75	9	6	8			48	4	3	1	2	7	72	21	10	12
186	27	9	17	6		89	38	13	11	2	15	150	118	16	1
62	22	2				30	8	6	6		9	93	4	10	19
188	45	9	14	6		99	15	15	15		12	163	15	11	27
115	32	8	12	9		54		14	14		11	144		12	
6	6							1			8	88	15	11	2
64	17	8	3	3		30	3	13	13		7	89	6	11	14
13	4	2	1			6					2	15		7	15
52	25	2				25					9	93	21	10	12
21	16			1		4		15	13	2	11	131		11	27
165	45	8	3	5		82	22	14	14		10	180	15	11	8
11	3	1		1		3	3	1	1		5	5	23	1	5
697	215	40	33	25		333	51	79	77	2	93	998	9	10	22

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	SCHOOL HOUSES.														
	Total No. of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.				
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.
<i>Grenville.</i>															
Augusta.....	25		14	4	7		24	1					1		
Edwardsburgh.....	19		4	2	11	2	14	1	2	2					
Gower South.....	4		1	1	2		4								
Oxford.....	21		4		15	2			2	3					
Wolford.....	13		4		9		12	1							
Separate School.....															
Total.....	82		27	7	44	4	70	3	4	5			1		
<i>Leeds.</i>															
Bastard, Burgess South....	18	1	10	1	6		15			3					
Crosby North.....	7		2	1	4		6	1							
Crosby South.....	7		2	2	2		6	1							
Elizabethtown.....	27	2	12	6	7		19	1		7	1				
Elmsley South.....	5				5		4	1							
Kitley.....	17		5		12		16			1					
Separate School.....															
Leeds and Lansdown P....	17		1	4	12		10		3	4					
Leeds and Lansdown Rear...	10			4	6		5	2		3				5	5
Yonge and Escott Front....	16	1	4	4	7		12	4							
Yonge and Escott Rear....	8	1	1	5	1		7			1					
Total.....	132	6	37	27	62		100	17	3	19	1			5	6
<i>Lanark.</i>															
Bathurst.....	12			2	10		10	2						1	1
Beckwith.....	12		1	1	10		11	1						1	1
Burgess North.....	3			1	2		2			1					
Dalhousie and L. vmt....	7				7		6		1						
Darling.....	3				3		3								
Drummond.....	10			1	9		7	1		2					
Elmsley North.....	7			1	6		7								
Lanark.....	12			4	8		11		1					1	1
Montague.....	16		3	2	11		15	1							
Pakenham.....	5			1	4		4			1		1	1		2
Ramsay.....	13		1	1	11		10	1	1	1					
Sherbrooke North.....	1				1		1			1					
Sherbrooke South.....	3				3		3							1	1
Total.....	104		5	14	85		89	6	3	6			1	2	5
<i>Renfrew.</i>															
Admaston.....	4				4		4								
Bagot and Blithfield.....	4				3		3			1					
Bromley and Wilberforce..	9	1			8		9								
Brougham and Grattan....	5				5		2			2				1	3
Horton.....	5				2		2								
McNab.....	4				6		4			2					
Pembroke and Stafford....	5				5		5							1	1
Ross.....	5				3		3							1	1
Westmeath.....	7				7		7							1	1
Total.....	43	1		1	41		38			5				4	3

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

SCHOOL VISITS.								LECTURES.			TIME OPEN.				
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.	Average No. of Months and Days open.		
247	74	14	3	16	1	106	33	27	24	3	21	Mos. 121	Days. 6	Mos. 5	Days. 24
190	18	1	1	9		82	79	17	14	3	18	160	28	8	27
39	15	4		6		14		4	4		4	38		9	15
108	43	8	2	6		77	32	3	3		21	217	7	10	10
143	23	2		2		70	44	2	2		12	116		9	20
29	4	6		6		8	5				1	10		10	
836	177	57	6	45	1	357	193	53	47	6	77	663	11	8	18
201	31	6		1		92	71	22	16	6	18	170	10	9	16
51	14	9	2	4		15	7	7	7		7	70	11	10	1
40	14	3	1	1		17	4	8	7	1	7	70	7	10	1
271	47	11		10		166	37	31	29	2	25	223	24	8	24
26	10	1				15		6	6		5	50	11	10	2
143	47	6	4	5		77	4	11	11		16	154	15	9	13
21	1	1				20					1	6	2	6	2
223	36	12	3	1		103	68				17	139	20	8	6
176	21	7	5	8		74	61	23	19	4	10	100	29	10	3
157	33	8	1	4		70	41	2	2		17	147	24	8	21
76	9	2	1	1		32	31	2	2		8	66	17	8	10
1385	262	66	17	35		681	324	112	90	13	131	1200	20	9	5
79	24	8	4	4	1	35		7	7		12	122	22	10	7
83	32	6	2	3	2	31	7	11	11		12	133	13	11	4
51	13	11	9			18		6	6		3	36		12	
58	12	1	1			25	19	5	5		7	73	13	10	15
25	6	1	5			13		3	3		3	30	4	10	1
65	19	3	2	4		20	19	11	10	1	9	92	15	10	8
45	13	6	1	1		24		6	6		12	84		7	
105	24	2		2		45	32	11	11		12	135	11	11	8
237	37	45	7	26		99	23	8	8		16	171	2	10	21
96	12	13	8	10		30	23	5	5		5	47	20	9	16
128	26	8	5	8		62	19	15	15		13	151		11	19
9	2					4	3	2	2		1	12		12	
25	6					29		2	2		3	33	15	11	6
1013	226	104	44	58	3	435	143	92	91	1	108	1122	25	10	12
61	11	7	2	2		39		7	5	2	4	39		9	22
58	7	2	11	2		18	18	4	4		4	36	17	9	4
108	30	13	13			46	6	17	17		8	83		10	11
26	10	2				14		3	3		3	28		9	10
41	8	2	4	3		11	13	1	1		2	18		9	
80	13	3		3		25	36	11	9	2	6	65	27	10	29
66	14	12	1	3		25	11				5	56		11	6
59	6	4		6		28	15	1		1	3	24	27	8	9
55	15	16				21	3	3	3		7	56	19	8	3
554	114	61	31	19		227	102	47	42	5	42	408		9	21

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	SCHOOL HOUSES.														
	Total No. of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.				
		Brick.	Stone.	Frame.	Log.	Not reported.	Freshold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.
<i>Frontenac.</i>															
Bedford.....	3				2	1	2		1						
Kingston.....	15		16	4	2	3	14		1	3					
Loughborough.....	5		1	1	5		6	1							
Pittsburgh.....	15		4	4	7	15	15								
Portland & Hinchinbrooke	13		1	1	9	11	11								
Storrington.....	6		3	1	2	5				1					
Wolfe Island.....	11			4	7		6	3	2						
Total.....	73		19	17	31	2	59	5	4	3					
<i>Addington.</i>															
Amherst Island.....	4				5		2	3							
Camden East.....	20		5	11	10		26						1		
Separate School.....															
Ernestown.....	23	2	5	17	1		21	3		1					
Shedfield.....	10			8	2		10								
Total.....	63	2	10	36	18		59	6		1			1		
<i>Lennox.</i>															
Adolphustown.....	5			5			4		1						
Fredericksburg.....	19	1		15	3		16	2		1					
Richmond.....	10			11	5		13	1	1	1					
Total.....	40	1		31	8		33	3	2	2					
<i>Prince Edward.</i>															
Ameliasburgh.....	14		5	8	1		14								4
Athol.....	8		10	4	3		5	3							
Hallowell.....	10		1	15			8	5		3					
Separate School.....															
Hillier.....	17	2	2	13			13	1			1				
Marysburgh.....	14		1	15	3		14	1		2					
Sophiasburgh.....	15	2	1	12			10	1	4		1		1		
Total.....	83	4	11	67	7		64	11	4	8	2		1		4
<i>Hastings.</i>															
Elzevir, Madoc and Tudor	14	1		5	8		13			1	1				
Hawkeford.....	19		1	3	12	5	10	2	1	6			1		
Huntingdon.....	10		1	5	2	2	8								
Marmora.....	8		1		7		3	2	2	1					
Rawdon.....	19			9	10		17		1	1					
Thurlow.....	21	3	3	9	1	8	14	2		8			1		
Sidney.....	14	2		12			12			2	1				
Tyendinaga.....	25			19	3		18	4					1		
Total.....	135	6	6	62	43	15	95	10	4	21	2	1	2		
<i>Northumberland.</i>															
Alnwick.....	2				2		2								
Brighton.....	21			15	6		14	1	2				2		
Cramahc.....	16			15	1		16								
Haldimand.....	20		1	14	5		15	2	1	2					
Hamilton.....	46	1		11	4		15			1	1				
Monaghan South.....	5			3	2		3	2							
Murray.....	11			12	2		13	1							
Percy.....	12			6	6		9	1		2					
Seymour.....	5			1	4		4	1							
Total.....	111	1	1	77	32		95	8	3	5	1		2		

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

SCHOOL VISITS.								LECTURES.			TIME OPEN.			
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of schools whose time is reported.	Total No. of Months and Days open.	Average No. of Months and Days open.	
25	4	1	2	3	1	13	5	3	2	1	2	Mos. 21	Mos. 10	
177	28	5	13	12	1	73	62	24	19	5	17	Days. 5	Days. 15	
119	21	9	1	12	1	25	39	7	5	2	7	19	9	
127	23	7	3	12	1	74	23	2	2	2	15	12	10	
74	9	3	3	3	1	48	5	2	2	2	11	21	8	
76	12	3	3	3	1	39	18	8	8	2	6	24	10	
89	21	1	1	3	1	48	10	9	73	2	9	8	29	
678	123	35	23	18	1	316	162	44	36	8	67	628	21	
41	12	4	2	3	1	15	5	6	47	2	6	7	25	
347	53	37	4	6	1	130	113	24	22	2	25	9	8	
32	4	4	4	4	1	10	8	1	1	1	1	12	7	
312	47	23	5	32	1	97	108	32	25	7	25	27	29	
154	23	20	3	4	1	74	30	10	10	2	10	22	5	
883	142	88	15	51	1	326	264	66	57	9	65	582	8	
53	11	2	4	5	1	11	20	4	3	1	5	43	8	
179	29	19	4	4	1	98	28	19	147	24	19	24	23	
25	1	6	1	1	1	18	1	7	4	3	16	17	14	
248	41	18	4	10	1	127	46	11	7	4	40	327	5	
199	34	9	3	3	1	67	77	10	9	1	14	118	8	
142	24	5	5	5	1	64	12	8	9	2	8	27	10	
266	46	6	9	15	1	83	107	18	16	2	14	128	3	
9	3	1	1	1	1	5	1	1	1	1	1	9	9	
331	57	10	8	2	1	95	164	19	14	5	17	157	4	
260	44	18	8	9	1	99	81	13	10	3	19	166	1	
242	42	6	10	12	1	84	88	10	8	2	15	134	25	
1419	222	55	39	45	1	497	529	79	66	13	83	794	18	
99	24	2	2	4	1	28	29	8	8	2	94	100	7	
413	59	18	7	24	1	188	135	5	3	2	17	149	4	
106	14	4	7	15	1	43	20	14	5	9	8	60	1	
56	8	1	1	1	1	40	8	6	5	1	7	54	7	
179	31	6	10	11	1	63	59	4	3	3	19	131	18	
797	87	23	24	34	1	185	391	51	51	6	26	200	10	
589	59	24	13	22	1	102	392	21	14	7	15	125	11	
142	17	5	3	3	1	86	31	9	3	6	22	212	12	
2363	299	88	63	119	2	745	1056	118	92	26	122	1053	8	
13	4	1	2	8	1	6	67	1	1	2	17	10	8	
225	31	6	3	4	1	110	74	1	1	1	19	160	8	
185	27	8	5	3	1	67	74	1	1	1	16	143	8	
183	35	15	4	3	1	69	58	1	1	1	19	177	26	
134	31	12	1	2	1	51	36	3	3	2	16	181	2	
51	10	2	5	5	1	39	4	2	2	2	5	60	11	
173	26	5	7	2	1	77	55	1	1	1	14	122	12	
125	23	4	7	5	1	65	20	1	1	1	12	119	15	
63	9	4	2	1	1	24	14	5	46	18	5	46	9	
1152	107	56	31	29	1	510	328	8	8	2	108	1023	18	

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	SCHOOL HOUSES.															
	Total No. of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.					
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
<i>Durham.</i>																
Cartwright	8			1	7	7	1									
Cavan	15			3	12	14		1								
Clarke	20	2		15	3	18		1	1					1	1	
Darlington	19	2		13	4	15	4									
Hope	14	2		10	2	11	2		1							
Manvers	10			4	6	10										
Total	86	6		46	34	75	7	2	2					1	1	
<i>Peterborough.</i>																
Asphodel	8			3	5	5		2	1					1	1	
Belmont and Methuen	2			1	1				2							
Douro	7			2	5	7							1		1	
Dummer and Burleigh	6		1	1	4	5	1									
Ennismore	3				3	3								1	1	
Monaghan North	3	1		2		3										
Otonabee	13	1		6	6	12	1									
Smith and Harvey	8			1	7	8										
Total	50	2	1	16	31	43	2	2	3				1	2	3	
<i>Victoria.</i>																
Eldon	6				6	6										
Emily	12				12	11			1							
Penelon	2			2		2										
Mariposa	16			6	10	16					1					1
Ops	11			1	8	8		1	2							
Verulian	3				3	3										
Total	50			9	39	46		1	3			1				1
<i>Ontario.</i>																
Brock	15			2	13	15										
Mara and Rama	5				5	4	1									
Pickering	23				17	14	5	3	1			1				
Reach	15			8	7	13			2							1
Scott	4				4	3	1									
Seagow Island	2			1	1	2										
Thorah	5				3	3	1	1								
Uxbridge	7					6	1									
Whitby	19	6		11	2	17	1		1							
Total	95	6		29	52	77	10	4	4			1				1
<i>York.</i>																
Etobicoke	9				9	9										
Separate School																
Georgina	5		1	3	1	5						1				1
Gwillimbury North	3			3		2	1								2	2
Gwillimbury East	12			7	5	6	3		3							
King	18	1	1	9	7	11	6		1							
Markham	21	3		17	4	11	4	1	8	1		1				2
Scarborough	11	3		8		9	1		1							
Vaughan	18	2		4	12	18										
Whitchurch	15	1		5	9	10	4	1								
York	19		8	5	6	15	2	2		1						1
Total	134	10	10	70	44	96	21	4	13	2		2		4	8	

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

SCHOOL VISITS.								LECTURES.			TIME OPEN.				
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.	
80	15	6	5	2		30	22				8	Mos.	Days.	Mos.	Days.
131	34	9	2	6		69	11	3	3		15	84		10	15
189	40	15	3	1	1	90	30	7	7		21	166	4	11	2
168	29	4				85	40	20	20		19	228	7	10	26
138	30	4		13		64	27	6	6		14	219	27	11	17
176	26	13	1			95	41				12	152	5	10	26
												130		10	15
882	183	51	11	23	1	433	180	36	36		89	980	13	11	1
122	9	8	8	2		59	36	1	1		8	85	25	10	22
11	3		3			5		2	2		1	8	8	3	8
100	13	12	16	1		34	24	12	12		8	70	26	9	18
62	8	7	2	2		22	21				6	63	10	10	17
10	4			3		3		2	1	1	3	24			
39	7	2	1	1		22	6	3	3		3	35		11	20
87	22	1		5		59		2	2		12	125	5	10	13
97	16	7	9	2		63		7	7		8	83	4	10	12
528	82	37	39	16		267	87	29	23	1	49	496	18	10	4
36	7	3	3	1	1	17	4	6	6		6	59		9	25
67	1	1		9		56					12	123	19	10	9
6	6										2	19	15	9	22
111	22	6	6	3		65	9				17	157	8	9	7
64	16	1	4			40	3	15	15		9	72	28	8	3
6	6										3	33		11	
290	58	11	13	13	1	178	16	21	21		49	465	10	9	15
114	20	21	2	2		52	17	1	1		15	151	27	10	4
144	6	5	10			106	17				5	55	10	11	2
302	46	12	2	8		114	120	9	9		23	246	11	10	21
70	24	3		2		32	9	13	12	1	14	129	28	9	8
29	9	3				16	1				4	44		11	
17	3	1				5	8	2	2		2	24		12	
58	9	8	5	7		21	8	5	5		5	44	17	8	27
67	13	5				24	25				7	70		10	
262	24	9	2	2		73	92	18	18		19	206	10	10	26
1603	154	67	21	21		443	297	48	47	1	94	972	13	10	10
73	16	5	5			43	4	6	6		8	87	24	10	23
2	2										1	9		9	
26	6	1			17						5	40	13	8	2
20	6					9					3	30		10	
289	39	11	2	2		89	145	4	4		12	117	20	9	24
102	8		4	4		104	74	1	1		18	212	26	11	25
368	85	16	2	9		103	153	23	23		24	236	10	9	25
102	43	19	5	4		97	24	9	9		11	129	10	11	23
185	38	11	11	9	5	56	55	17	16	1	18	208	8	11	17
248	51	2	9	5	3	67	111				16	159	8	9	29
382	40	37	11	5		140	149	23	19	4	19	213		11	6
1077	336	103	51	39	25	708	715	83	78	5	135	1442	29	10	21

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	SCHOOL HOUSES.														
	Total No. of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.				
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
<i>Peel.</i>															
Albion	13			6	7		11		1	1					
Caledon	13			3	8		10			3					
Chinguacousy	24	4		12	7	1	17	4	1	2	1		1		2
Gore of Toronto	5	1		1	1		3								
Toronto	22	6	1	11	3	1	17	4		1					
Total	75	11	1	32	26	4	58	8	2	7	1		1		2
<i>Simcoe.</i>															
Adjala	7				7		5	2							
Issa	6				6		6								
Flora	2				2		2								
Gwillimbury West	14			6	8		12	1		1					
Innisfil	7			1	6		7								
Madoc	5			1	2	2	2			3					
Mono	11	1			10		8	2		1				1	1
Mulmur	3				3		2	1						1	1
Nottawasaga	4			4	5		6	2	1	1				3	3
Orillia and Matchedash	2			1		1	1		1		1				1
Orillia	9				7	2	7			2					
Scumfildale	2				2		2								
Tay and Tiny	3				2	1	3								
Tecumseth	13	1		6	6		11	2			1		6		7
Tossoronto	3			2	7		2		1					1	1
Vespra	6			1	4		5			1					
Total	102	2		22	71	7	79	11	4	8	2		6		14
<i>Halton.</i>															
Esquimesing	17	2		11	4		13	4			1			1	2
Nassauwewa	6				6		5	1							
Belson	14	3		10	1		11	3							
Trafalgar	16	4		9	3		11	5							
Total	53	9		30	14		40	13			1			1	2
<i>Wentworth.</i>															
Ancaster	12	1	1	5	5		6	6					2		2
Barton	3		1	1	1		2	1				1			1
Beverly	18		2	8	7		17	1					2		2
Binbrooke	6			4	2		6						1		1
Flamborough East	5		1	3	1		2	1		2					
Flamborough West	9			8	1		6			1					
Glaford	6			5	1		6	2							
Salfleet	9		1	8			8	1					2		2
Total	68	1	6	42	19		47	18		3		1	7		8
<i>Brant.</i>															
Brantford	18			18			15	2	1				1		1
Barford	23	2		16	3	2	19	2	1	1					
Dumfries South	13			12	1		11	1		1					
Oakland	3			2		1	1	2							
Geondaga	5				3		3	1	1						
Total	62	2		50	7	3	49	8	3	2			1		1

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

SCHOOL VISITS.								LECTURES.			TIME OPEN.					
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.		
												Mos.	Days.	Mos.	Days.	
503	32	25	11			64	18				13	145		11	4	
136	45	17	4	5		59	6	15	14		13	139	23	10	23	
304	68	17	6	4		110	96	19	19		23	254	1	11	1	
238	4	1	1			11		2	2		3	35	17	11	26	
236	54	17	7	17		106	35	21	20	1	21	235		11	6	
855	213	77	29	31		350	155	56	55	1	73	899	11	11	3	
35	13	3	2			33	4	11	11		7	81	15	11	19	
42	12	2				28					6	65	18	10	28	
10	2	3				5					2	15		7	15	
88	22	9	1		9	32	9				14	160	23	11	14	
53	11	2				26	14				7	68		9	21	
11	5					2					3	23		7	20	
79	13	6	1	1		36	8	9	9		10	92	17	9	8	
29	1	2				12	3	2	2		3	17	15	5	25	
96	15	14		1		31	23	8	4	4	8	45	20	5	21	
18	3					15		3	2	1	7	72	22	10	12	
42	13	2				25	2	4	4		2	14	2	7	1	
7	2					4					2	18		9		
25	5	1	2	1		6					3	21	15	7	5	
86	31					37	18	15	15		14	135	13	9	20	
22	4	1				14	3	3	3		3	22	22	7	17	
4	1					2					5	40	12	8	2	
651	163	48	23	3	9	310	95	55	50	5	96	894	14	9	9	
187	39	21	1	15		78	33	30	26	4	17	175	17	10	9	
45	15	7	1	1		21		7	6	1	7	68	21	9	24	
176	40	11	7	3	2	84	29	15	15		14	126		9		
363	39	20	7	22	5	108	161	16	16		16	171	1	10	21	
770	143	59	16	41	7	291	223	68	63	5	54	541	9	10	1	
114	24	1	6	6		46	29	6	6		13	129	25	9	29	
28	5	3	3		2	18	7	4	3		3	29		9	20	
138	23	4	4			52	57	29	20	1	18	187	2	10	12	
39	11	2	1			13	5	11	11		6	56	22	9	14	
30	6			1		8		1	1		5	50	9	10	2	
78	17	2				31	28				8	87	4	10	27	
65	12	6	2	3		22	20	3	6	2	7	64	28	9	8	
81	16	5	6	8		29	17	16	16		10	88	6	8	25	
592	1															
152	38	4	2	7	1	66	34	5	5		18	193	7	10	22	
219	26	7		3		122	61	7	5	2	22	185	16	8	13	
266	41	29	13	21		77	91	29	28	1	13	119	6	10	23	
31	7	2	4			11	7	4	3	1	3	32	7	10	23	
37	20		3	1		13		1	1		5	50	10	10	2	
705	182	33	22	32	1	289	196	46	42	4	61	691	16	9	26	

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	SCHOOL HOUSES.														
	Total No. of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.				
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
<i>Lincoln.</i>															
Caistor	7			6	1		5	2						1	1
Clinton	11	4		7			6	5						1	1
Gainsborough	13			10	3		10	3							
Grantham	10	4		6			6	1		3					
Grimsby	12			12			4	8							
Louth	7	3					5	1		1				1	1
Niagara	8		1	7			6	2							
Total	68	11	5	48	4		42	22		4				3	3
<i>Welland.</i>															
Bertie	14			13	1		14								
Crowland	9	1		7	1		5	2		2					
Humberstone	7		1	3	3		3	4							
Pelham	12	2		10			7	3		2					
Stamford	10	1	4	5			9			1					
Thorold	11	5		6			9	1		1					
Wainfleet	9			8	1		3	6							
Willoughby	5			3	2		2	1	1	1					
Total	77	9	5	55	8		52	17	1	7					
<i>Haldimand.</i>															
Canborough	5			5			4	1					1		1
Cayuga North	9	1		2	6		8			1					
Cayuga South	4		1	1	2		3	1							
Dunn	4			2	2		4								
Oneida	10			1	7	2	8	1		1					
Separate School															
Rainham	8	1		7			5	3		1					1
Seneca	12			8	4		10	1	1					1	1
Moulton and Sherbrooke	7			2	5		5			2	1	2			3
Walpole	16			14	2		9	7				1			1
Total	75	2	1	42	28	2	56	14	1	4	2	2	2	1	7
<i>Norfolk.</i>															
Charlottetown	15	2		8	2	3	5	5		5				1	1
Houghton	11			9	2		6	5						1	1
Middleton	11			3		6	2	2							
Townsend	25			21	2	2	17	6		2					2
Walsingham	17	1		13	3		12	4	1			2			1
Windham	13			12	1		10	3							
Woodhouse	10			9	1		6	4							
Total	102	3		75	11	13	58	29	1	14			3	1	5
<i>Oxford.</i>															
Blandford	3			1	2		3								
Blenheim	16		1	15			13	2		1					
Dereham	13			10	3		8	4		1					
Nissouri East	9			6	3		6	3							
Norwich	20			19	1	14	4	2							
Oxford North	5			3	2		4	1							
Oxford East	8			8			8						1		1
Oxford West	5	1		3	1		3	1		1					
Zorra East	12			3	9		10			2		1	2		3
Zorra West	11	2		6		3	10	1							
Total	102	3	1	47	47	4	79	16	2	5			1	3	4

OF UPPER CANADA, 1855.

PART II.—Table E.—(Continued.)

SCHOOL VISITS.								LECTURES.		TIME OPEN.					
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.	
												Mos.	Days.	Mos.	Days.
100	12	.....	7	.....	.....	49	26	2	2	.....	7	51	.....	7	9
233	23	2	11	8	.....	97	92	8	2	.....	11	101	17	9	7
213	25	6	10	11	.....	75	86	13	7	6	13	101	10	7	24
140	14	2	18	6	.....	48	52	9	9	.....	10	99	20	9	29
132	23	3	4	7	.....	50	45	14	14	.....	12	89	29	7	15
73	15	.....	5	5	.....	30	18	1	1	.....	7	62	11	8	27
50	14	3	.....	3	.....	30	.....	.....	.....	.....	3	75	6	9	12
941	132	16	55	40	.....	379	319	47	41	6	63	581	3	8	16
291	31	15	2	11	.....	88	144	8	8	.....	14	115	16	8	7
83	12	6	8	2	.....	30	28	11	8	3	9	68	6	7	17
156	19	1	9	.....	.....	47	80	14	8	6	7	59	.....	8	13
153	.....	8	3	5	.....	38	102	.....	.....	.....	11	89	24	8	6
300	20	14	6	8	.....	42	210	2	2	.....	10	90	4	9	.....
256	14	10	7	4	.....	65	156	1	1	.....	11	96	1	8	22
79	10	7	1	1	.....	36	24	8	8	.....	9	63	22	7	2
39	6	3	.....	.....	.....	21	9	2	2	.....	5	39	7	7	25
1360	112	64	33	31	.....	367	753	46	33	13	76	621	20	8	5
55	7	1	.....	1	.....	28	18	1	.....	1	3	27	3	9	11
144	34	3	3	2	.....	46	56	4	4	.....	9	91	14	10	5
54	8	2	.....	2	.....	10	27	.....	.....	.....	4	31	7	7	24
29	2	2	.....	.....	.....	24	1	.....	.....	.....	4	36	15	9	4
70	17	6	1	2	.....	26	18	.....	.....	.....	8	70	10	8	24
7	2	1	.....	.....	.....	4	.....	.....	.....	.....	1	12	.....	12	.....
126	19	2	2	2	1	50	50	6	6	.....	8	65	26	8	7
149	18	15	6	9	.....	83	58	.....	.....	.....	12	126	14	10	16
92	15	4	6	6	.....	61	.....	7	7	.....	7	64	28	9	8
106	13	8	5	3	.....	61	16	.....	.....	.....	15	125	16	8	11
876	135	44	23	27	1	402	244	18	17	1	71	651	13	9	5
161	25	34	2	8	.....	42	50	.....	.....	.....	13	107	16	8	7
82	16	6	4	1	.....	42	13	6	4	2	11	78	6	7	3
110	4	5	9	10	1	49	32	3	3	.....	8	53	.....	6	.....
175	26	14	7	14	.....	84	30	5	5	.....	24	227	11	9	14
201	42	23	9	13	.....	71	43	26	23	3	17	141	7	8	9
93	27	7	1	.....	.....	50	8	14	14	.....	13	117	19	9	1
102	23	5	2	.....	.....	58	14	10	10	.....	9	96	1	10	20
924	163	94	34	46	1	396	190	64	59	5	95	821	11	8	17
75	12	6	3	.....	.....	17	37	7	7	.....	4	42	9	10	17
153	31	8	.....	2	.....	53	62	1	1	.....	16	150	9	9	12
162	23	18	.....	.....	3	59	59	5	5	.....	14	138	14	9	27
100	11	1	1	.....	.....	82	5	2	2	.....	8	74	22	9	10
186	31	12	1	3	.....	72	67	9	7	2	23	202	24	8	25
44	9	3	1	.....	.....	28	3	.....	.....	.....	5	50	.....	10	.....
76	21	5	1	2	.....	47	.....	13	11	2	5	83	6	10	12
73	11	8	1	.....	.....	18	35	12	7	5	5	51	26	10	11
185	23	8	.....	.....	.....	58	46	13	8	1	11	118	5	10	24
55	11	6	3	.....	.....	3	32	13	10	3	12	131	12	10	28
1662	183	75	11	7	3	437	346	71	58	13	106	1043	7	9	25

STATISTICS OFFICE
DEPT. OF EDUCATION

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	Total No. of School Houses.	SCHOOL HOUSES.														
		KIND.					TITLE.				BUILT DURING THE YEAR.					
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
<i>Waterloo.</i>																
Dunfries North.....	7	1	2	2	2		7				1					1
Waterloo.....	22	5	6	9	3	1	24				4					4
Wollesley.....	10			1	15		12	4								
Separate School.....																
Wilmot.....	22	3	2	6	9		20				1	1				1
Woolwich.....	10	2	2	3	3		10									1
Total.....	77	11	12	21	32	1	73	4			6	1				7
<i>Wellington.</i>																
Amaranth.....	2				2		2							1		1
Arthur, Luther and Minto, Separate School.....	0			2	4		3	2		1						
Eramosa.....	6		1	4	1		6									
Erin.....	13		1	7	5		12	1								
Garrafraxa.....	7		1	2	4		6	1								
Guelph.....	7			7	7		7									
Maryborough.....	4			1	2		2	1							1	1
Nichol.....	7	1		1	3	2	5			2						
Separate School.....																
Peel.....	9				9		7	1		1						
Pilkington.....	7		1	2	4		5		1	1						
Puslinch.....	11		1	3	7		10	1								
Total.....	78	1	5	29	41	2	65	7	1	5				1	1	2
<i>Grey.</i>																
Artemesia.....	0				0		5			1						
Bentinck.....	0			1	5		6									
Collingwood.....	7				1		1									
Egremont.....	5			1	4		5									
Euphrasia.....	4				4		4									
Glenora.....	2				2		2									
Holland.....	0				6		3			3						
Melancthon and Proton.....	3				3		3									
Normanby.....	3				3		3									
Osprey.....	2				2		2									
St. Vincent.....	9			3	6		7	1	1							
Sullivan.....	3			1	2		3									
Derby.....	2		1		1		2									
Sydenham.....	8		1	1	6		8									
Total.....	59		2	7	50		53	1	1	4						
<i>Perth.</i>																
Blanchard.....	12				12		10	2						2		2
Downie.....	8			1	8		8			1						
Easthope North.....	4	2		1	3		6	1								
Easthope South.....	6	3			3		4			1					1	1
Ellie.....	4				4		4									
Fullarton.....	6				6		6									
Hibbert.....	2				2		2									
Logan.....	3			2	1		2		1					2		2
Mornington.....	4				4		2			2				3		3
Total.....	52	5		4	43		44	3	1	4				10	1	11

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

SCHOOL VISITS.								LECTURES.			TIME OPEN.			
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other Persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.	Average No. of Months and Days open.	
159	15	3	7	13		92	29	10	9	1	9	Mos. 99	11	
386	35	36	3	14	1	179	118	14	12	2	25	216	25	8
182	20	8	13	4		96	32	19	19		14	212	15	4
35	4					16	11				2	14	14	
256	41	12	3		7	103	37	3	3		20	188	19	13
248	19	12	5	13		75	124	14	10	4	10	163	10	9
1266	143	75	31	44	8	544	491	60	33	7	80	833	14	12
16	1		7	6	5						2	15	15	7
89	5		11	10		23	28	29	29		4	33		22
35	3	6	7	7		12					2	29	10	
51	11	9	1	3		22	5	5	5		6	69	11	15
115	15	7	4			56	33				13	122	4	12
145	6	21	11	8	8	37	54	1		1	7	75	12	23
59	14	2	3	8		31	1	1	1		3	80	15	15
8	4				3	1					3	25	4	11
53	7		8	9		13	6				5	52		12
23	2	4				50		4	4		1	71	11	8
75	20	4				35	12				7	72		
88	9	12	6	2		35	23				5	52	9	13
97	13	7	5	12		48	12	6	5	1	11	116	3	16
887	119	59	63	12	16	372	175	33	31	2	73	747	2	7
24	10		2			14		3	2	1	5	45	15	3
75	8	13	10	1		43					6	59	23	29
2	1					1					1	19	17	17
75	9	1	7	5		45	8				5	48	24	23
24	7	1				17	4				4	36	2	
12	5					7					2	22	9	4
43	9	2	2			22	8	3	3		3	26	18	26
12	4					8					3	24	15	5
39	4	4	3	1		18		3	3		3	24	22	7
11						7	4				3	12	7	10
74	18	14	5	2		32	35	2	2		9	38	6	24
86	4	1	52	12	3	10	4				3	23	3	11
35	5	5		2	1	17	5	1	1		2	15	18	21
57	15	29	2			29					8	67	19	13
587	96	56	79	26	4	250	86	12	11	1	56	518	28	3
135	13	8	7	1		55	46	12	10	2	10	108	6	24
89	17	4	1	6	21	20	20	10	9	1	8	83	5	11
95	11	10	7	7		28	32	8	7	1	5	59	7	10
91	12	1		3		58	17	2	2		5	58		13
51	10	7	5	2		21	6	6	6		3	33		
88	11	3	7		47	11	9	7	7		5	37	25	17
12	3	1	1			7		2	2		1	12		
46	3	3	4	1		18	17				2	70		10
90	6	4	2	2		41	35	3	3		4	33	12	13
697	91	41	34	22	68	259	182	50	46	4	43	453	25	20

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.		SCHOOL HOUSES.														
		Total No. of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.				
			Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
<i>Huron.</i>																
Ashfield.....	6				6		5	1						1		1
Biddulph.....	7				7		7	2								
Colborne.....	4			2	2		4	7								
Goderich.....	8			1	7		7	1								
Hav.....	3				3		2	2								
Hullett.....	6	1			5		1	1								
McGillivray.....	2				2		5	7					1			1
McKillop.....	4			2	2		7	3								
Stanley.....	7				7		5	5								
Stephen.....	3				3		3	3					1			1
Tuckersmith.....	5	1		1	3		4	1			1					1
Usborne.....	5	1			4		5						2			2
Wawanosh.....	4			1	3		4						1			1
Total.....	70	3		7	60		60	10			1			6		7
<i>Bruce.</i>																
Arran.....																
Brant.....	4			1	3		3		1						2	2
Bruce.....																
Carriak.....																
Culross.....																
Elderslie.....																
Greenock.....	2				2		2									
Huron.....	1				1		1								2	2
Kincardine.....	4			1	3		4					1	1			2
Kinloss.....	1				1		1									
Saugeen.....	3			1	2		2	1					1	1		2
Total.....	15			3	12		13	1	1				2	2	4	8
<i>Midchester.</i>																
Adelaide.....	10			3	7		5	2	3							
Carradoc.....	10			1	9		8	1	1							
Delaware.....	5	1	1		2		5							1		1
Dorchester North.....	15			9	3	3	11			3						
Ekfrid.....	8			1	6	1	5	2		1						
Lobo.....	9	2		2	5		5	4		1						
London.....	27	8		4	15		22	4					1			1
Metcalfe.....	6	1		2	3		4		1							2
Moss.....	11			3	5	3	3	4		3					3	3
Nissouri West.....	12	1		2	9		10	1		1	1	1	1	2		4
Westminster.....	21	4		7	7	3	16	3		2		1	2			3
Separate School.....																
Williams.....	9				9		5	4								
Total.....	143	17	1	35	80	10	99	23	6	10	1	1	3	4	5	14
<i>Elgin.</i>																
Aldboro'.....	8			5	2	1	6	1		1						
Bayham.....	19	2		17			18	1			1					
Dorchester South.....	6			5	1		4	2								1
Dunwich.....	12			2	8	2	6	3		3						
Malahide.....	21			20		1	17	4					1			1
Southwold.....	19			12	7		13	6							1	2
Yarmouth.....	24	3		17	4		14	3	2	5					2	2
Total.....	109	5		78	22	4	78	20	2	9	1		2		3	6
<i>Kent.</i>																
Camden and Zone.....	11			6	4	1	5	1	1	4			2	1		3
Separate School.....																
Chatham.....	7			5	2		4	3							1	1
Dover.....	6			1	5		4	1		1						
Harwich.....	12			5	7		4	6		2					2	2
Howard.....	12			6	7		7	5							1	1
Oxford.....	7			4	3		1	6								
Raleigh.....	14			6	6	2	7	2	3	2			1			1
Romney.....	3				3		2	1						1		1
Tilbury East.....	4			1	3		2	1		1			1			1
Total.....	70			33	40	2	36	26	4	10			4	2	4	10

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

SCHOOL VISITS.								LECTURES.			TIME OPEN.			
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other Persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.	Average No. of Months and Days open.	
90	8	4	2			31	45	8	8		6	Mos. 52	Mos. 16	Mos. 8
126	7	13	2			41	63	9	7	2	7	24	8	23
44	7	1	2	12		17		6	6		7	73	16	10
104	17	5	12	1	4	53	12	15	15		4	47		11
43	3	12	3	1		18	6	4	6	1	9	105		22
49	6	3	1	3		21	15	6	6		3	30		10
38	8	3	1	3		23		7	7		6	55		9
70	4	6	15	11		32	2	4	4		8	84	9	16
36	3	8	3	3		18	1	3	3		4	43	23	10
53	11	5		1		28	7	11	10	1	3	36		12
29	7	3				19		6	6		7	76		26
41	4	3	2	2		25	5	4	4		5	60		12
40	6	1	1			28	4	4	6		5	47		9
								6	6		4	43	11	25
762	91	67	50	36	4	354	160	89	85	4	71	753	23	10
56	7	6		1	1	20	18	3	3		4	34	5	8
17	2	3				5	7	2	1	1	2	9	10	4
8	2					4	2				1	9	26	9
20	6	2	1			11					4	36	4	1
5	1					4					1	11		11
32	5	9	3	2		13		5	5		3	24		8
135	23	20	4	3	1	57	27	10	9	1	15	124	15	9
92	15	3	1	1		51	21	6	6		10	85	27	8
74	13	8	1	1		34	12	11	11		10	90	27	9
45	7	9		3		23	3	3	3		5	45	27	9
117	23	6	4	2		48	34	21	21		12	107	6	8
69	13	4	3			23	17	11	11		8	62	11	7
53	16	4	6	2		27	3	13	12	1	9	92	17	10
335	63	17	15	8		180	97	23	22	1	27	269		9
48	9	2		2		24	11	6	6		6	43	23	7
63	13	8	1			36	5	4		4	8	74		9
82	23	3	4			45	7	16	16		13	113	5	8
153	34	1	13			73	30	21	21		19	181	9	9
6	1					3	2				1	11		11
62	13	2	7			35		11	10	1	9	85	22	9
1165	260	67	55	19		552	242	146	139	7	137	1262	29	9
84	9	5		3	21	4	42	5	5		7	59	26	8
135	26	6				59	44	4	4		18	126	2	7
69	19					23	36	3	3		6	42	17	7
103	17	4	3	4	2	45	29	10	10		10	95	7	9
341	24	11	1	6		115	184	13	8	5	22	178	12	8
265	43	13	10	1	3	96	99	23	19	4	18	169	14	9
216	52	2	1	2		91	68	3	3		24	235	11	9
1213	181	41	15	16	26	433	501	61	52	9	105	906	29	8
33	12	3		1	18	4					9	69	21	7
8	1			3		4					1	12		12
76	15	4	4	7		30	16	4	3	1	7	59	17	8
92	9	29	7			30	17	4	4		6	54	12	9
85	24	4	2	7		38	13	4	4		12	113		9
151	28	12	3	19		65	24	8	8		14	119	19	8
46	14	4		5		15	8	4	4		7	58	8	8
164	19	13	7	6		61	55	1	1		11	109	7	9
18	7	3				7	1				3	27	20	9
40	4	11	1			19	5				4	34	21	8
721	133	63	24	45	21	276	139	25	24	1	74	658	5	8
														27

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNSHIPS.	Total No. of School Houses.	SCHOOL HOUSES.														
		KIND.					TITLE.				BUILT DURING THE YEAR.					
		Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
<i>Lambton.</i>																
Bosanquet.....	11			5	3	3	5	1	2	3					3	3
Broke.....	12				2		2									
Dawa.....	5			1	4	2	2	3		2						
Elmiskillen.....	1				1			1				1	1			2
Lapnemina.....	7			4	3		4	2		1						1
Moore.....	8			3	5		7	2		1						1
Plympton.....	10			4	6		7		1			1		3		1
Sarnia.....	3			2	3		2		2							3
Sombra.....	10			3	7		7		2				1			1
Warwick.....	12			2	10		5	4	1	2					2	12
Total.....	73			24	44	5	42	13	10	8			4	5	5	14
<i>Essex.</i>																
Anderlen.....	3				3		1	1	1							
Colchester.....	14			4	7		5	4	2						1	1
Gosfield.....	7	1		2	4		7									
Maldstone.....	3				2	1	3									
Malden.....	3				3		1	1		1						
Separate School.....																
Mercer.....	3			1	4		3	2						1		1
Rochester.....	3				3		1	2								
Sandwich.....	12	2		5	6		11		2							
Tilbury West.....	3				3		2		1							
Total.....	54	3		12	35	1	34	10	6	1				1	1	2
<i>The Cities.</i>																
Toronto.....	13	6		7			6	3	4		3					3
Hamilton.....	7	4	2	1			7									
Kingston.....	10	1	5	4			1	2	6	1						
Separate School.....																
London.....	2	2					2									
Ottawa.....	16	1	5	10					16							
Total.....	48	14	12	22			16	5	24	1	3					1

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

SCHOOL VISITS.									LECTURES.			TIME OPEN.				
	Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of schools whose time is reported.	Total No. of Months and Days open.	Average No. of Months and Days open.		
1	84	15	6	8	3		32	20	3	3		8	mos. 58	days. 12	mos. 7	days. 9
2	11	4						7				2	16		8	
3	30	5		4	4		15	2	1	1		5	36	2	7	6
4	6	2					4		1	1		1	6		6	
5	45	10	2	3			23	7	2	1	1	7	53		7	18
6	20	2	1				17		2	2		8	69	7	8	19
7	96	35	3	3	1		44	10	15	15		10	87	12	8	22
8	60	9	3	5	1		33	4				5	40	21	8	4
9	81	16	3		2		44	16	3		3	10	76	4	7	13
10	155	31	16	16	7		60	25	14	14		13	111	20	8	18
	588	129	39	39	18		272	91	41	37	4	69	554	23	8	1
1	38	6	8	8			10	6				3	34	22	11	17
2	93	20	9	2	3		50	9				10	81	16	8	4
3	56	10	10	1			29	6	5	5		7	78	13	11	6
4	24	6					10	8	4	3		4	39	5	9	24
5	16	4	5				3	4	2	2	1	2	23	1	11	15
6	28	2	12	3			6								6	29
7	49	10	6	4			18	5	5	4	1	4	42	3	10	15
8	24	6	1	1			8	8	6	6		3	22		7	17
9	92	17	27	4	3	3	32	6	2	2		13	127	28	9	25
10	42	6	5	6			23	3	3	3		3	23	9	7	23
	451	85	90	32	6	3	191	51	27	25	2	49	472	29	9	19
1	426	136	104	7	8		118	53	10	10		11	132		12	
2	748	34	20	51	19	11	185	428	2	2		1	10		10	
3	364	194	17	2			131	19	12	12		10	120		12	
4	100	4	34				46	16	11		11	2	24		12	
5	60	9	5		4		39			2		2	22		11	
6	54	8	12	3	4		24		2			16	186		11	19
	1752	385	192	69	36	11	543	516	37	26	11	42	494		11	23

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.		SCHOOL HOUSES.															
		KIND.						TITLE.				BUILT DURING THE YEAR.					
		Total.	Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not Reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
<i>Towns.</i>																	
1	Belleville	5	3		2			4		1							
2	Separate School																
3	Brantford	4	4					4									
4	Separate School																
5	Brockville	4	1	2	1					4			1				1
6	Separate School																
7	Chatham	3	1		1	1		3									
8	Separate School																
9	Cobourg	6	3	1	2			1		2	3						
10	Cornwall	4	4					4									
11	Dundas	1			1			1									
12	Goderich	3			3			1		2							
13	Niagara	2		1	1			2									
14	Separate School																
15	Perth	1		1				1					1				1
16	Peterborough	2			2				1	1							
17	Pictou	4	2	1	1			1	1	1	1						
18	Separate School																
19	Port Hope	4	3		1			3		1							
20	Prescott	3		2	1			2		1							
21	Separate School																
22	St. Catharines	3	2		1			2	1								
23	Whitby	3	2		1			2		1							
Total		52	25	8	18	1		31	3	13	5		2				2
<i>Town Municipalities.</i>																	
1	Amherstburgh	2	1		1			1		1							
2	Separate School																
3	Barrie	1			1					1							
4	Guelph	5		4	1			3		2							
5	Separate School																
6	Simcoe	2			2			2									
7	Woodstock	2	2					2									
Total		12	3	4	5			8		4							
<i>Villages.</i>																	
1	Berlin	3			3			3									
2	Bowmanville	3	2		1			3									
3	Brampton	2	1		1					1							
4	Caledonia	2			2			2									
5	Chippewa	2	1		1			2									
6	Galt	2		2				1		1							
7	Ingersoll	1			1			1									
8	Napanee	2			2			2									
9	Oshawa	1			1				1								
10	Paris	2			2			2									
11	Preston	1	1					1									
12	St. Mary's	1		1				1									
13	St. Thomas	1			1					1		1					1
14	Smith's Falls	1		1				1									
15	Stratford	1	1					1				1					1
16	Thorold	2			2			1		1							
17	Separate School																
18	Trenton	2			2			1	1								
19	Vienna	1			1			1						1			1
20	Windsor	2	2					2				2					2
21	Yorkville	1	1					1									
Total		33	9	4	20			27	2	4		4		1			5

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

SCHOOL VISITS.									LECTURES.			TIME OPEN.				
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.		Total.	Local Superintendents.	Other persons.	No. of schools whose time is reported.	Total No. of Months and Days open.	Average No. of Months and Days open.		
													mos.	days.	mos.	days.
1	134	98	7	1	5	23			16	16		1	12		12	
2	110	4	40		10	50	6					1	12		12	
3	167	20	24	12	15	15	79					4	48		12	
4	13	3	5			5						1	12		12	
5	62	30				16	7		3	3		1	12		12	
6	242		112			120	10					1	12		12	
7	156	11	31	6	10	37	61		12	4	8	2	26		12	
8	91		56			15	20					1	12		12	
9	42	1	8	2	13	6	12					5	56		11	6
10	38	10	15		1	5	7					4	44		11	
11	56	4	4	2	2	24	20	2	2			1	12		12	
12	34	1	3	4	6	12	8					3	24	10	8	3
13	32	12	4			6	10	1		1		1	12		12	
14	43	3	20			16	4									
15	54	2	12	6	4	24		2		2		1	12		12	
16	119	3	40	10	8	50						2	24		12	
17	20	5					15	1	1			2	4	48		12
18	150		150									1	10		10	
19	77	3	8			18	48					4	44	15	10	25
20	4	1				3		1	1			2	23		11	15
21	32	12	8		12							1	12		12	
22	4	1				3		4	4			3	27	19	9	6
23	64	9	14	3	4	13	21	8	8			3	20	14	9	25
	1744	242	561	46	80	461	328	50	39	11	47	521	28	11	2	
1	18		2	3	4	4			2	1		2	20	15	10	7
2	26		8	1	1	4	6				2	1	12		12	
3	17	4	4	1	1	3	4	2	2			1	12		12	
4	43	7	4	3	2	10	20					4	47	12	11	25
5	73	2	50	1		12	8					1	12		12	
6	72	17	6		1	48		3	3			2	24		12	
7	83	13	9	7		36	21	3	3			2	12		6	
	327	43	83	16	9	117	50	11	9	2	13	139	27	10	20	
1	22	2	2	4	3	5	6					1	12		12	
2	22	8	5		2	7						1	12		12	
3	17	6				10		3	1	1		2	12		11	
4	17	2	3	2		4	6					1	6		6	
5	19	7										2	21	20	10	35
6	71	12	12	2	2	8	34					1	12		12	
7	14	2				12		2	2			2	21		14	22
8	39	8	3	6	4	3		1	1			1	12		12	
9	22	2	3	1	1	18	21					2	23		12	
10	63	12	8	1	3	28	50					1	12		12	
11	92	8		2	4	6						1	12		12	
12	15	4	4		1	25						2	22	24	11	13
13	79	4	16				34					1	12		12	
14	20	2	4			8	6	4	4			2	21		10	
15	7	7										2	21		15	
16	303	3					300					2	23		11	
17	131		78			19	34					1	11		11	
18	47	10	4	5	6	12	10	7	4	3		2	24		12	
19	62	3	4	4	11	14		6								
20	27	3	4	6	4	8	1					1	12		12	
21	75	4	2	6	5	50		6	2	4		1	12		12	
	1164	109	152	39	46	246	558	31	18	13	28	315	28	11	8	

PART II.—Table F.—(Continued.)

THE COMMON SCHOOLS

COUNTIES.		SCHOOL HOUSES.															
		KIND.						TITLE.				BUILT DURING THE YEAR					
		Total.	Brick.	Stone.	Frame.	Log.	Not Reported.	Freehold.	Lease.	Rented.	Not Reported.	Brick.	Stone.	Frame.	Log.	Not Reported.	Total.
<i>Counties.</i>																	
1	Glengarry	63				8	51	4	37	14	4	8			1		1
2	Stormont	61	5	3	15	38			50	8	2	1	1				1
3	Dundas	68	2	9	12	45			58	5	2	3	1	2		1	4
4	Prescott	49	1	1	8	37	2	44	1	3	1					2	2
5	Russell	15				1	14		14	1					1		1
6	Carleton	91		1	5	74	11	55	20	1	15						
7	Grenville	82		27	7	44	4	70	3	4	5			1			1
8	Leeds	132	6	37	27	62		100	10	3	19	1				5	6
9	Lanark	104		5	14	85		89	6	3	6			1	2	3	6
10	Renfrew	43	1			41		38			5				4	3	7
11	Frontenac	76		19	15	34	8	59	5	4	8						
12	Addington	66	2	10	36	18		59	6		1			1			1
13	Lennox	40	1		31	8		33	3	2	2						
14	Prince Edward	89	4	11	67	7		66	11	4	8	2		1		4	7
15	Hastings	130	6	6	62	43	13	95	10	4	21	2	1	2			5
16	Northumberland	111	1	1	77	32		95	8	3	5	1		2			3
17	Durham	86	6		46	34		75	7	2	2					1	1
18	Peterborough	50	2	1	16	31		43	2	2	3				1	2	3
19	Victoria	50			9	39	2	46		1	3			1			1
20	Ontario	95	6		29	52	8	77	10	4	4			1			1
21	York	134	10	10	70	44		96	21	4	13	2		2		4	8
22	Peel	75	11	1	33	26	4	58	8	2	7	1		1			2
23	Simcoe	102	2		22	71	7	79	11	4	8	2		6		6	14
24	Halton	53	9		30	14		40	13			1			1		2
25	Wentworth	68	1	6	42	19		47	18		3		1	7			8
26	Brant	62	2		50	7	3	49	8	3	2			1			1
27	Lincoln	68	11	5	48	4		42	22		4					3	3
28	Welland	77	9	5	55	8		52	17	1	7						
29	Haldimand	75	2	1	42	28	2	56	14	1	4	2	2	2		1	7
30	Norfolk	100	3		78	13	6	60	31	1	8			3	1	1	5
31	Oxford	102	3	1	47	47	4	79	16	2	5			1	3		4
32	Waterloo	77	11	12	21	32	1	73	4			6	1				7
33	Wellington	78	1	5	29	41	2	65	7	1	5				1	1	2
34	Grey	59		2	7	50		53	1	1	4						
35	Perth	52	5		4	43		44	3	1	4				10	1	11
36	Huron	70	3		7	60		60	10			1			6		7
37	Bruce	15			3	12		13	1	1				2	2	4	8
38	Middlesex	143	17	1	35	80	10	99	28	6	10	1	1	3	4	5	14
39	Elgin	109	5		78	22	4	78	20	2	9	1		2		3	6
40	Kent	76			33	40	3	36	26	4	10			4	2	4	10
41	Lambton	73			24	44	5	42	13	10	8			4	5	5	14
42	Essex	51	3		12	35	1	34	10	6	1				1	1	2
Total		3217	148	194	1254	1525	96	2465	425	99	228	24	8	48	46	59	185
1	Total 1855	3362	199	222	1319	1526	96	2547	435	146	234	31	10	49	46	59	195
2	Total 1854	3172	169	168	1306	1496	33	2436	445	218	73	29	16	101	86	14	246
1	Increase	190	30	54	13	30	63	111			161	3				45	
2	Decrease								10	72			6	52	40		51

OF UPPER CANADA, 1855.

PART II.—Table F.—(Continued.)

SCHOOL VISITS.									LECTURES.			TIME OPEN.				
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of schools whose time is reported.	Total No. of Months and Days open	Average No. of Months and Days open.			
												mos. days.	mos. days.			
1	428	103	28	12	.....	207	51	44	42	2	56	570	20	10	6	
2	651	131	39	7	.....	269	190	46	29	17	61	553	1	9	2	
3	954	134	73	34	103	240	357	51	46	5	66	627	16	9	15	
4	422	105	63	22	1	137	56	42	37	5	49	488	10	9	29	
5	186	27	9	17	6	89	38	13	11	2	15	150	18	10	1	
6	697	115	40	33	25	333	51	79	77	2	93	998	9	10	23	
7	836	177	57	6	45	357	193	53	47	6	77	663	11	8	18	
8	1385	232	66	17	35	681	324	112	99	13	131	1200	20	9	5	
9	1013	226	104	44	58	435	143	92	91	1	108	1122	25	10	12	
10	554	114	61	31	19	227	102	47	42	5	42	408	.....	9	21	
11	678	123	35	23	18	316	162	44	36	8	67	628	21	9	12	
12	886	142	88	15	51	326	264	66	67	9	65	582	.....	8	29	
13	248	41	18	4	10	127	43	11	7	4	40	327	5	8	5	
14	1410	252	55	30	46	497	539	79	66	13	88	794	18	9	1	
15	2303	230	88	63	119	745	1056	118	92	26	122	1053	.....	8	19	
16	1132	107	156	31	29	510	328	8	8	.....	108	1028	18	9	16	
17	882	133	51	11	23	433	180	36	36	.....	89	980	13	11	1	
18	528	82	37	39	16	267	87	29	28	1	49	496	18	10	4	
19	240	58	11	16	13	178	16	21	21	.....	99	465	10	9	15	
20	1003	154	67	21	21	443	297	48	47	1	94	972	13	10	10	
21	1977	336	103	51	39	708	715	83	78	5	135	1442	29	10	21	
22	855	213	77	29	31	350	155	56	55	1	73	809	11	11	3	
23	651	163	48	28	3	310	95	55	50	5	96	894	14	9	9	
24	770	133	59	16	41	291	223	68	63	5	54	541	9	10	1	
25	592	128	33	22	22	219	166	66	63	3	70	693	6	9	27	
26	705	132	33	22	32	289	196	46	42	4	61	601	16	9	26	
27	941	132	16	55	40	379	319	47	41	6	68	581	3	8	16	
28	1330	112	64	33	51	367	753	46	33	13	76	621	20	8	5	
29	876	135	44	23	27	402	244	18	17	1	71	651	13	9	5	
30	924	163	94	34	46	1	396	190	64	59	5	821	11	8	17	
31	1042	183	75	11	7	3	437	346	71	58	13	106	1043	7	9	25
32	1246	143	75	31	44	8	564	401	60	53	7	80	833	14	10	12
33	887	110	89	63	62	16	372	175	33	31	2	73	747	2	10	7
34	597	96	56	79	26	4	250	86	12	11	1	56	518	28	9	3
35	697	91	41	34	22	68	259	182	50	46	4	43	458	25	10	20
36	762	91	67	50	36	4	354	160	89	85	4	71	753	23	10	19
37	135	23	20	4	3	1	57	27	10	9	1	15	124	15	8	9
38	1195	260	67	55	19		552	242	146	139	7	137	1262	29	9	6
39	1213	181	41	15	16	26	433	501	61	52	9	105	906	29	8	19
40	721	133	83	24	45	21	276	139	25	24	1	74	658	5	8	27
41	588	129	39	39	18		272	91	41	37	4	69	554	23	8	1
42	435	83	73	29	6	3	185	51	27	25	2	49	472	29	9	19
	35717	6137	2347	1226	1228	314	14532	9933	2213	1900	223	3145	30065	16	9	17
1	40704	6910	3325	1306	1399	365	15899	11394	2342	2082	260	3275	31537	9	9	20
2	39718	6866	3060	1409	1365	173	15537	11338	2238	2153	85	N.R.	30485	26	9	16
1	986	50	305		34	192	362	56	102		185		991	13		4
2				13						71						

PART II.—Table G.

THE ROMAN CATHOLIC

MUNICIPALITIES.		No. of Separate Schools.	MONEYS.									
			Amount of the Legislative School Grant.	Amount raised from Local Tax on supporters.	Amount raised by Rate-bill from supporters.	Amount subscribed by supporters.	Total Amount received.	Amount Paid to Teachers.	Amount Paid for other purposes.			
			£ s. d.	£ s. d.	£ s. d.	£ s. s.	£ s. d.	£ s. d.	£ s. d.			
<i>Cities.</i>												
1	Toronto	7	250 0 0	320 10 4	... ..	453 10 0	1024 1 2	480 0 0	544 1 2			
2	Kingston.....	2	108 4 7	275 0 0	5 0 0	10 0 0	290 0 0	290 0 0	... ..			
Total.....			9	358 4 7	595 10 4	5 0 0	463 10 10	1314 1 2	770 0 0	544 1 2		
<i>Towns.</i>												
1	Belleville.....	1	37 10 0	... ..	... ..	108 0 0	145 10 0	120 0 0	25 10 0			
2	Brantford.....	1	20 0 0	20 0 0	28 0 0	28 18 3	106 18 3	68 8 4	38 7 11			
3	Brockville.....	1	25 0 0	18 12 6	27 17 0	4 10 0	75 12 6	75 19 6	... ..			
4	Chatham.....	1	25 0 0	30 0 0	... ..	48 15 0	103 15 0	73 0 0	4 0 0			
5	Niagara.....	1	25 0 0	16 10 0	51 1 3	... ..	92 11 3	80 1 3	3 10 0			
6	Perth.....	1	15 0 0	94 9 3	... ..	... ..	109 9 3	85 0 0	19 8 11			
7	Peterborough.....	1	20 0 0	29 15 0	60 10 0	25 10 0	135 15 0	12 0 0	123 15 0			
8	Pictou.....	1	6 10 0	... ..	... ..	... ..	6 10 0	16 10 0	... ..			
9	Prescott.....	1	20 0 0	... ..	58 15 4	1 17 1	80 12 5	80 12 5	... ..			
Total.....			9	194 0 0	209 6 9	226 3 7	227 10 4	857 0 8	601 11 6	214 11 10		
<i>Town Municipalities.</i>												
1	Amherstburgh.....	1	18 10 0	... ..	56 10 7	... ..	75 0 7	75 0 7	... ..			
2	Guelph.....	1	12 10 0	42 9 0	47 11 3	66 5 0	168 15 3	147 10 0	2 10 3			
Total.....			2	31 0 0	42 9 0	104 1 10	66 5 0	243 15 10	222 10 7	2 10 3		
<i>Villages.</i>												
1	Thorold.....	1	8 10 0	14 0 0	20 0 0	135 5 0	177 15 0	62 10 0	149 10 0			
<i>School Sections.</i>												
1	Lancaster, No. 1.....	1	6 14 7	... ..	... ..	68 0 0	74 14 7	26 19 7	38 0 0			
2	Lochiel, No. 10.....	1	16 19 4	6 10 0	30 0 0	13 0 0	66 9 4	66 9 4	... ..			
3	Hawkesbury East, No. 7.....	1	5 10 0	14 10 0	13 0 0	... ..	33 0 0	20 0 0	3 1 0			
4	Wolford, No. 20.....	1	6 17 8	... ..	17 10 0	22 10 0	46 17 8	33 6 8	... ..			
5	Kitley, No. 10.....	1	7 10 0	13 17 3	10 2 6	... ..	31 9 9	27 10 0	0 4 9			
6	Kingston, No. 1.....	1	... ..	... ..	... ..	No Report	... ..	... ..	... ..			
7	Camden East, No. 15.....	1	6 10 0	... ..	... ..	... ..	6 10 0	6 10 0	... ..			
8	Wolfe Island, No. 1.....	1	3 0 0	60 0 0	16 0 0	... ..	76 0 0	60 0 0	16 0 0			
9	Thurlow, No. 20.....	1	6 0 0	... ..	... ..	... ..	6 0 0	... ..	... ..			
10	Hallowell, No. 15.....	1	... ..	8 0 0	... ..	14 10	28 0 0	22 10 0	... ..			
11	Seymour, No. 5.....	1	... ..	... ..	... ..	No Report	... ..	... ..	... ..			
12	Etobicoke, No. 6.....	1	12 10 0	... ..	12 4 1	... ..	24 14 1	19 7 10	4 10 0			
13	Oneida, No. 6.....	1	8 0 0	43 4 7	15 3 9	1 5 0	67 13 4	67 13 4	... ..			
14	Wellesley, No. 10.....	1	11 5 9	10 0 0	11 14 2	... ..	29 17 5	29 17 5	... ..			
15	Wellesley, No. 11.....	1	... ..	15 6 10	7 5 7	... ..	25 14 11	25 14 11	... ..			
16	Wilmot, No. 15.....	1	10 0 0	... ..	... ..	... ..	10 0 0	... ..	... ..			
17	Arthur, No. 1.....	2	16 10 0	77 15 0	0 12 6	... ..	94 17 6	44 0 0	50 17 6			
18	Arthur, No. 2.....	1	... ..	... ..	... ..	No Report	... ..	... ..	... ..			
19	Nichol, No.	1	7 10 0	70 0 0	1 2 6	16 9 4	95 1 10	49 2 8	16 9 4			
20	Westminster, No. 13.....	1	7 10 0	24 5 0	... ..	... ..	31 15 0	30 2 6	1 12 6			
21	Williams, No.	1	7 8 5	12 10 0	12 5 0	... ..	32 3 5	32 5 0	... ..			
22	Malden, No.	1	6 0 0	40 0 0	20 0 0	5 15 0	71 15 0	62 10 0	6 5 0			
23	Sandwich, No. 4.....	1	... ..	... ..	... ..	No Report	... ..	... ..	... ..			
Total.....			20	145 15 9	395 18 8	167 0 1	141 9 4	852 13 10	623 19 3	137 0 1		
1	Total Cities	9	358 4 7	595 10 4	5 0 0	463 10 10	1314 1 2	770 0 0	544 1 2			
2	" Towns	9	194 0 0	209 6 9	226 3 7	227 10 4	857 0 8	601 11 6	214 11 10			
3	" Town Municipalts	2	31 0 0	42 9 0	104 1 10	66 5 0	243 15 10	222 10 7	2 10 3			
4	" Villages	1	8 10 0	14 0 0	20 0 0	135 5 0	177 15 0	62 10 0	149 10 0			
5	" School Sections.....	20	145 15 9	395 18 8	167 0 1	141 9 4	852 13 10	623 19 3	137 0 1			
1	Grand total	41	737 10 4	1257 4 9	522 5 6	1034 0 6	3445 6 6	2280 11 4	1047 13 4			

SEPARATE SCHOOLS.

PART II.—Table G.

	PUPILS AND TIME.		TEACHERS.				RELIGI- OUS EXERCISES.		STUDIES.											MAPS, APPARATUS, ETC.						
	No. of Pupils.	No. of months open.	No. of Teachers.	Male.	Female.	Christian Brothers.	Sisters of St. Joseph	No. of schools opened with Prayer.	No. schools reading the Bible.	No. of schools teaching Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Maps.	Apparatus.	Blackboard.	Library.	When first established.	
1	1162	12	16	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	1843
2	670	12	6	4	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1853
	1832	12	22	12	10	11	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	
1	305	12	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1851
2	124	12	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1853
3	247	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1854
4	90	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1851
5	128	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1845
6	135	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1854
7	84	10	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1852
8	211	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1850
9																										1851
	1324	11	11	8	3	1	6	4	9	9	9	9	9	8	5	6	4	6	1	1	6	1	6	3		
1	172	12	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1850
2	266	12	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1853
	438	12	4	2	2	2	1	2	2	2	2	2	2	2	2	1	1	1	1	1	2	1	2	2	2	
1	116	6	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1853
1	34	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1855
2	118	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1854
3	36	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1852
4	60	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1855
5	62	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1844
6																										
7	84	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1853
8	75	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1854
9																										1850
10	35	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1854
11																										
12	51	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1843
13	66	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1854
14	55	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1848
15	70	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1848
16																										1843
17	201	10	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1853
18																										
19	85	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1854
20	31	7	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1846
21	68	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1854
22	4	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1854
23																										
	1175	153	18	13	4	1	9	6	17	15	18	15	15	15	9	6	6	2	1	5	11	2				
1	1332	12	22	12	10	12	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	...
2	1224	11	8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	...
3	439	12	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	...
4	116	6	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	...
5	117	15	1	14	4	1	9	6	17	15	18	15	15	15	9	6	6	2	1	5	11	2			...	
1	4855	196	57	37	20	13	9	18	12	31	29	32	29	28	17	16	13	10	3	3	15	2	22	5	...	

PART II.—Table H.

THE GRAMMAR SCHOOLS

		M O N -						
		R E C E I P T S .						
COUNTIES.	THE GRAMMAR S C H O O L S .	From the Grammar School Fund.	LOCAL SOURCES.				Total Receipts for Grammar School purposes, 1855.	
			From Fees.	From Municipal Grants.	From Other sources.	Balances from last year.		
Stormont, Dundas, and Glengarry	1 †Cornwall	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
	2 Williamstown.....	100 0 0	71 11 3	8 12 4	4 12 6	.....	234 16 1	
	3 Matilda.....	100 0 0	133 13 4	.....	.....	.....	126 0 0	
Prescott and Russell	4 †L'Orignal	100 0 0	28 7 6	.....	.....	.....	233 13 4	
	5 Vanleekhill.....	37 10 0	12 10 0	.....	.....	.....	128 7 6	
Carleton	6 †Ottawa	150 0 0	275 12 6	.....	.....	9 10 5	50 0 0	
	7 Richmond	90 0 0	80 19 0	.....	45 0 0	.....	435 2 11	
	8 †Brockville.....	150 0 0	461 14 7	.....	.....	1 6 3*	215 19 0	
Leeds and Grenville.....	9 Kemptville	20 0 0	.....	15 0 0	.....	.....	613 0 10	
	10 Prescott	80 0 0	92 10 0	139 0 0	.....	.....	35 0 0	
	11 Gananoque	60 0 0	48 8 9	.....	.....	.....	311 10 0	
	12 †Perth	130 0 0	6 0 0	129 0 0	.....	.....	108 8 9	
Lanark and Renfrew	13 Smith's Falls	40 0 0	38 5 0	57 10 3	.....	14 4 9	265 0 0	
	14 Lanark	33 8 0	20 16 0	.....	25 16 0	.....	150 0 0	
	15 Carleton Place.....	33 8 0	79 7 0	.....	32 10 8	.....	80 0 0	
	16 †Kingston	150 0 0	184 14 9	.....	32 10 0	.....	145 5 8	
Frontenac, Lennox and Addington.....	17 Newburgh	90 0 0	38 0 0	50 0 0	.....	.....	417 4 9	
	18 Napanee	80 0 0	33 6 7	.....	.....	.....	178 0 0	
	19 Bath	80 0 0	41 19 2	.....	.....	32 10 2	113 6 7	
	20 †Pictou.....	50 0 0	14 1 3	.....	.....	.....	154 9 4	
Prince Edward	21 Consecon	66 0 0	24 0 0	.....	.....	.....	64 1 3	
	22 Demorestville.....	35 0 0	20 5 0	.....	.....	41 12 0	90 0 0	
	23 †Belleville	150 0 0	20 2 6	.....	238 1 9	.....	96 17 0	
Hastings	24 Trenton	64 10 0	61 12 6	17 0 0	25 0 0	1 7 5*	408 4 3	
	25 Stirling	30 0 0	15 2 6	.....	12 16 11	1 11 0*	169 9 11	
	26 †Cobourg	120 0 0	113 8 2	200 0 0	.....	.....	69 10 5	
Northumberland and Durham	27 Bowmanville	80 0 0	36 17 0	100 0 0	.....	2 8 9	433 8 2	
	28 Port Hope	90 0 0	56 6 8	.....	.....	.....	219 0 9	
	29 Colborne	40 0 0	11 5 0	30 0 0	.....	.....	146 6 8	
	30 Brighton	70 0 0	39 0 0	15 0 0	11 0 0	.....	82 5 0	
Peterborough & Victoria	31 †Peterborough.....	150 0 0	85 1 4	.....	.....	.....	135 0 0	
	32 Norwood	50 0 0	13 10 0	17 0 0	12 10 0	.....	185 1 4	
Ontario.....	33 †Whitby	150 0 0	125 0 0	.....	.....	.....	93 0 0	
	34 Uxbridge	60 0 0	21 7 6	.....	49 15 0	.....	275 0 0	
	35 †Toronto	250 0 0	422 4 4	300 0 0	31 10 6	62 6 1	131 2 6	
	36 Newmarket.....	120 0 0	108 15 0	33 6 8	5 0 0	.....	1066 0 11	
York and Peel.....	37 Streetsville	100 0 0	44 15 10	.....	33 6 8	.....	267 1 8	
	38 Richmond Hill.....	100 0 0	50 0 0	33 6 8	.....	.....	178 2 6	
	39 Brampton	60 0 0	23 0 0	344 5 0	.....	.....	183 6 8	
Simcoe	40 †Barrie	150 0 0	59 15 0	.....	.....	.....	127 5 0	
	41 Bond Head	80 0 0	57 1 10	.....	.....	.....	209 15 0	
Halton	42 Oakville	180 0 0	22 17 6	.....	.....	.....	205 10 2	
	43 †Hamilton	100 0 0	25 0 0	.....	.....	.....	137 1 10	
	44 Ancaster	100 0 0	.....	.....	.....	.....	202 17 6	
Wentworth	45 Dundas	25 0 0	23 0 0	.....	.....	.....	125 0 0	
	46 †Brantford	140 0 0	85 8 8	16 0 0	3 10 8	22 10 10	100 0 0	
Brant.....	47 Paris	85 0 0	42 5 0	25 0 0	4 8 9	.....	48 0 0	
	48 †Niagara	160 0 0	94 0 0	.....	.....	2 8 8	267 10 2	
Lincoln and Welland	49 St. Catharines.....	110 0 0	348 8 9	50 0 0	17 2 7	.....	156 13 9	
	50 Beamsville	70 0 0	8 7 6	.....	20 0 0	5 3 10*	256 8 8	
Norfolk	51 †Simcoe	180 0 0	86 15 0	.....	.....	51 1 4*	525 11 4	
Oxford	52 †Woodstock	150 0 0	74 9 6	.....	.....	.....	98 11 4	
	53 Ingersoll	50 0 0	38 17 11	25 0 0	.....	22 17 6	317 16 4	
	54 †Berlin	25 0 0	31 10 0	.....	.....	.....	254 9 6	
Waterloo	55 Galt	100 0 0	210 2 2	50 0 0	.....	17 1 7	136 15 5	
	56 †Guelph	170 0 0	100 0 0	.....	.....	1 7 6	56 10 0	
Wellington	57 Elora	80 0 0	24 0 0	25 0 0	20 0 0	.....	377 3 9	
Perth	58 †Stratford	120 0 0	48 15 6	60 0 0	875 0 0	.....	271 7 6	
Huron and Bruce	59 †Goderich	180 0 0	246 6 11	100 0 0	.....	89 15 0	149 0 0	
Middlesex	60 †London	220 0 0	230 12 0	.....	.....	60 4 0	1103 15 6	
	61 †St. Thomas	100 0 0	112 0 0	65 0 0	.....	1 14 9*	616 1 11	
Elgin	62 Vienna	90 0 0	45 0 0	25 0 0	12 10 0	37 16 3	510 16 0	
Kent	63 †Chatham	150 0 0	153 9 9	.....	.....	.....	278 14 9	
Lambton	64 †Port Sarnia	120 0 0	22 17 11	.....	.....	26 13 9	210 6 3	
Essex	65 †Sandwich	75 0 0	6 12 6	.....	63 8 7	52 17 6*	303 9 9	
							169 11 8	
							197 13 7	
	Total for 1855	6549 16 0	5122 3 5	1630 0 11	1625 10 7	559 4 4	15486 15 3	
	Total for 1854	5494 19 10	4374 3 4	.....	2904 13 4	.....	12763 16 6	
	Increase	1064 16 2	748 0 1	.....	910 2 6	.....	2722 18 9	
	Decrease .....	.....	.....	.....	.....	.....	.....	

† Senior Grammar Schools.

* Balances not correctly carried forward from last year's Report.

OF UPPER CANADA, 1855.

PART II.—Table H.

E Y S.

EXPENDITURES.										NAMES OF THE HEAD MASTERS.	
For Masters' Salaries.	For Building, Rent and Repairs.	For Maps and Appara- tus.	For Conti- gencies and Books.	Total Expenditure for Grammar Schools, 1855.	Balance over.						
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.						
1	213 11 3	1 5 6	11 2 4	7 13 6	233 12 7	1 3 6	William Kay, A.M., <i>Queen's College</i> , Kingston.				
2	126 0 0	...	...	...	126 0 0	...	William Fergusson, A.M., <i>St. Andrews</i> , Scotland.				
3	217 7 6	12 10 0	...	...	229 17 6	3 15 10	Albert Carman, A.B., <i>Victoria College</i> , Cobourg.				
4	123 7 6	...	...	...	128 7 6	...	Alexander McNaughton.*				
5	50 0 0	...	...	...	50 0 0	...	Alexander Smith, A.M., <i>Aberdeen</i> , Scotland.				
6	200 0 0	...	...	55 5 0	255 5 0	179 17 11	William A. Ross, A.B., <i>Queen's College</i> , Kingston.				
7	143 12 6	...	...	0 3 9	143 16 3	72 2 9	John A. Bryson.*				
8	337 10 0	60 0 5	...	...	397 10 5	215 10 5	John J. Dunlop, A.M., <i>Trinity College</i> , Dublin.				
9	35 10 0	...	...	...	35 0 0	...	David Lennox, A.B., <i>Jefferson College</i> , U. States.				
10	214 7 5	37 10 0	8 18 9	39 0 0	299 16 2	11 13 10	Oliver T. Miller, A.M., <i>Glasgow</i> , Scotland.				
11	88 8 9	...	...	...	88 8 9	20 0 0	Donald McLennan.†				
12	200 0 0	...	...	...	200 0 0	65 0 0	John McLean Bell, A.B., <i>Glasgow</i> , Scotland.				
13	150 0 0	...	...	...	150 0 0	...	Neil Dunbar, A.B., <i>Queen's College</i> , Kingston.				
14	75 0 0	...	...	5 0 0	80 0 0	...	James Sieveright, A.B., <i>Queen's College</i> , Kingston.				
15	145 5 8	...	...	...	145 5 8	...	Peter McLaren, A.B., <i>Queen's College</i> , Kingston.				
16	344 14 9	4 18 9	...	14 0 3	363 13 9	53 11 0	William J. Irwin, M.A., <i>Cambridge</i> , England.				
17	150 0 0	0 10 0	...	9 10 0	160 0 0	18 0 0	David Beach, A.M., <i>Victoria College</i> , Cobourg.				
18	113 6 7	...	...	...	113 6 7	...	Robert Phillips.†				
19	112 11 3	2 0 6	...	4 17 2	119 8 4	35 0 5	Stuart Foster.†				
20	64 1 3	...	...	...	64 1 3	...	Rev. Alexander Dick, A.M., <i>Hamilton College</i> , U. S.				
21	90 0 0	...	...	...	90 0 0	...	John Strachan, A.M., <i>St. Andrews</i> , Scotland.				
22	68 13 4	3 9 0	0 8 0	9 10 7	82 0 11	14 16 1	Vacant.				
23	350 10 0	35 10 0	...	23 4 3	408 4 3	...	Alexander Burdon.*				
24	120 0 0	12 5 0	0 10 0	3 11 6	136 6 6	33 3 5	Luke Maxwell.				
25	50 0 0	...	...	9 10 5	59 10 5	...	George C. Mecklin.*				
26	233 8 2	...	...	12 10 0	245 18 2	187 10 0	Stafford Lightbourne, M.A., <i>University of Toronto</i> .				
27	219 0 9	...	...	...	219 0 9	...	James Rollo, A.B., <i>Queen's College</i> , Kingston.				
28	110 10 6	16 13 4	...	10 14 2	137 18 0	8 8 8	Brooks P. Lister, B.A., <i>University of Toronto</i> .				
29	55 0 0	4 15 0	...	19 15 0	79 10 0	2 15 0	Samuel N. Holt.*				
30	125 0 0	10 0 0	...	...	135 0 0	...	James B. Dixon.*				
31	175 0 0	...	...	...	175 0 0	10 1 4	John Gordon.†				
32	93 0 0	...	...	...	93 0 0	...	William Daunt.†				
33	250 0 0	...	...	...	250 0 0	25 0 0	William McCabe,† Scholar, <i>University of Toronto</i> .				
34	118 12 6	0 10 0	...	12 0 0	131 2 6	...	Joseph Evans, A.B., <i>Queen's College</i> , Kingston.				
35	881 18 6	6 4 9	...	25 11 7	913 14 10	152 6 1	Michael C. Howe, A.B., <i>Trinity College</i> , Dublin.				
36	228 15 0	33 6 8	...	5 0 0	263 1 8	...	S. Arthur Marling, M.A., <i>University of Toronto</i> .				
37	144 15 10	33 6 8	...	...	178 2 6	...	Rev. John McClure.†				
38	144 0 0	35 6 8	...	4 0 0	183 6 8	...	Rev. James Boyd.				
39	100 0 0	11 5 0	...	...	112 15 0	14 10 0	John Thompson, A.B., <i>Queen's College</i> , Kingston.				
40	120 0 0	59 15 0	...	...	179 15 0	30 0 0	Frederic Gore.*				
41	131 18 4	...	...	4 13 9	136 17 1	0 4 9	John Day, A.B., <i>Oberlin College</i> , United States.				
42	175 0 0	13 1 8	9 15 10	...	202 17 6	...	Arthur C. Verner, A.B., <i>Trinity College</i> , Dublin.				
43	125 0 0	...	...	...	125 0 0	...	John T. Huggard, B.A., <i>University of Toronto</i> .				
44	100 0 0	...	...	...	100 0 0	...	John Hall, A.B., <i>Trinity College</i> , Dublin.				
45	48 0 0	...	...	...	48 0 0	...	John King, A.M., <i>Trinity College</i> , Dublin.				
46	213 18 8	18 10 0	...	31 10 8	263 19 4	3 10 10	R. J. Tyner, B.A., <i>University of Toronto</i> .				
47	125 5 0	5 1 3	8 0 0	13 7 6	151 13 9	5 0 0	Thomas D. Phillpotts, B.A., <i>Trinity College</i> , Toronto.				
48	254 0 0	2 8 8	...	...	256 8 8	...	Rev. H. N. Phillpotts.*				
49	388 18 6	6 12 0	...	75 0 4	470 10 10	55 0 6	William F. Hubbard, A.M., <i>Yale College</i> , U. States.				
50	77 0 0	6 10 4	...	3 12 4	87 2 8	11 8 8	William Cruikshank, A.M., <i>Aberdeen</i> , Scotland.				
51	282 10 0	1 13 9	...	10 19 9	295 8 6	22 7 10	George M. Evans, B.A., <i>University of Toronto</i> .				
52	231 6 2	...	...	...	231 6 2	23 3 4	George Strauchon.*				
53	112 10 0	9 5 0	...	14 11 0	136 6 0	0 9 5	Richard W. Johnstone.				
54	...	...	...	4 16 8	4 16 8	51 13 4	Rev. Henry Macneekin.				
55	357 14 11	...	2 16 3	11 0 2	371 11 4	5 12 5	William Tassie B.A., <i>University of Toronto</i> .				
56	270 0 0	...	...	1 7 6	271 7 6	...	Rev. E. M. Stewart, A.M., <i>Trinity College</i> , Dublin.				
57	145 0 0	...	...	...	145 0 0	4 0 0	Rev. J. G. Macgregor.*				
58	150 0 0	895 0 0	...	4 3 9	1049 3 9	54 11 9	Charles J. Macgregor, B.A., <i>University of Toronto</i> .				
59	300 0 0	15 14 4	...	10 9 0	326 3 4	289 18 7	John Haldan, Jr.*				
60	446 5 0	...	...	...	446 5 0	64 11 0	Benjamin Bayly, A.B., <i>Trinity College</i> , Dublin.				
61	212 0 0	15 0 0	20 0 0	...	247 0 0	31 14 9	Rev. John Frazer, A.B., <i>Aberdeen</i> , Scotland.				
62	100 12 6	51 3 2	...	2 0 7	153 16 10	56 9 5	Rev. H. B. Jessopp, M.A., <i>University of Toronto</i> .				
63	253 9 2	...	...	...	253 9 2	50 0 0	George Jamieson.*				
64	153 8 9	...	...	15 2 11	169 11 8	...	John Walker.*				
65	122 10 0	1 8 4	...	6 9 2	130 7 0	67 11 1	Paul John Salter.*				
						11563 16 7	1427 16 4	461 11 2	480 12 3	13535 1 4	1951 13 11
						10372 12 7	851 0 0	0 34 16 4	Not rep.	11758 8 11	095 7 7
						691 4 0	576 16 4	26 14 10	...	1776 12 5	946 6 4

* Appointed under the old Law.

† Certificates from the Committee of Examiners.

PART II.—Table I.

THE GRAMMAR SCHOOLS

				NUMBER OF																		
				ENGLISH.																		
				Total number of Pupils.	Not able to read.	Not able to write.	Total in English.	English Grammar.	English Composi- tion.	Elementary Read- ing classes.	Advanced Reading classes.	Spelling classes.	Elementary Rhetor- ic and Logic.	Christian Morals and Evidences.	Outlines of English Literature.	Elementary Political Economy.	First class.	Second class.	Third class.	Fourth class.	Fifth class.	
1	† Cornwall	29		27	17		7	20	27									7	8	12		
2	Williamstown	53		50	42	6	22	22	33									8	12	14	4	12
3	Matilda	94	6	89	81	79	22	75	85									81	61	46		29
4	† L'Original	37	1	37	31	17	9	31	36									20	11	1		
5	Vankleek Hill	70		70	50	18	32	18														
6	† Ottawa	94		90	86	40	41	62	90	28						49	89	56	28		49	
7	Richmond	62	6	42	18	6	14	28	42									18				
8	† Brockville	53	1	50	50	18	10	43	53													
9	Kemptville	39		33	23	10	32	32														
10	Prescott	75		75	40	40	35	40	35	17					20							
11	Gananoque	24		24	20		4	20	20								4	8	8	4		47
12	† Perth	47		47	47	47	47	47	47													16
13	Smith's Falls	50		50	25	10	15	25	50									5	8	12	9	
14	Lanark	37		37	26	2	20	17	37													
15	Carleton Place	95		92	26	19	15	37	52													
16	† Kingston	65		65	24	5	22	37	62									13	35	9	8	
17	Newburgh	121		121	115	80	61	100										50	23	14	5	
18	Napanee	88		88	56	12	12	76	86							76		76				
19	Bath	52		52	42	34	18	34	52									42	10	34		
20	† Picton	20		16	12	11	13	1										8				
21	Consecon	25		19	25	7	12	19					19	12				7	10	8		
22	Demorestville	28		23	28		23	28												12	9	17
23	† Belleville	142		142	130	45	12	130	142				142	45						12		130
24	Trenton	102	6	102	94	80	22	86	102					80	80	65			6	4	12	80
25	Sterling	26		16																		
26	† Cobourg	47		47	47	15	15	32	47													
27	Bowmanville	54	2	54	40	20	30	14	30									25	29			
28	Port Hope	39		39	21	11		26												5	11	14
29	Colborne	34		34	20			34										34		34		
30	Brighton	49		49	49	49		49										39	39	39		39
31	† Peterborough	106		84	84	40	34	84												6	78	
32	Norwood	30		30	24	6	22	8	30									14	12	4		
33	† Whitby	87		87	64	16	22	36	55										5	1	9	
34	Uxbridge	28	4	27	17	10	10	17	20						1			1	9	5	5	7
35	† Toronto	203		197	197	99	109	100	180	46								119	76	41	18	12
36	Newmarket	68		68	58	36	22	42	63									58		33		
37	Streetsville	33		33	33	33		33														
38	Richmond Hill	72		58	58	14		58	58													
39	Brampton	31		31	31	24	1	30	12	3	14	14						25	2	1	1	2
40	† Barrie	18		16	16	16		16	16									16				
41	Bond Head	35		35	28	24	16	19	35									14	16			
42	Oakville	20		20	10	3		12	10											5	7	
43	† Hamilton	56		48	38	10	12	36	42									12	36			
44	Ancaster	107	2	10	54	40	18	22	16													
45	Dundas	35		35	17	12	10	22	33						20			24	10	1		
46	† Brantford	42		42	42	38	42	42	8	4					15			8	25	5	4	
47	Paris	29		27	18	23	12	13										27				
48	† Niagara	19		10	10	10	10	10	10					16	10			8	2			
49	St. Catharines	85	8	85	54	45	23	62	85	12												22
50	Beamsville	45		43	43	8		43														25
51	† Simcoe	64	8	47	32	6	19	36	46									19	16	20		
52	† Woodstock	43		31	31	31	9	19										12	3	1	4	
53	Ingersoll	18		7	5	1	0	7	2									2	2	3		
54	† Berlin	24		24	21	24	1	23	24									24				
55	Galt	91		69	68	24	2	67	69	2												
56	† Guolph	43		43	21	1	14	19	14									15	16	1	8	
57	Elora	43		48	38	4		48	48													40
58	† Stratford	56		56	55		24	30	24									24		30		
59	† Goderich	90		76	78	48	33	43	78	24	48	48	9					15	18	84	5	4
60	† London	87	1	87	82	8	4	82	87													
61	† St. Thomas	60		45	45	45		45	45													
62	Vienna	22		14	14																	
63	† Chatham	60		60	50	6	10	50	60									10	10	20	14	
64	† Port Sarnia	79		70	70	6															4	25
65	† Sandwich	40		40	10	10	13	12										12	6	10	12	
Total for 1855				3723	20	121	3392	2785	1371	806	2230	2717	188	317	250	214	982	1290	506	191	645	
Total for 1854				4237	175	547	N. R.	2539	1124	1317	2174	2040		Not	rep	ort	ed.					
Increase								245	265		56											
Decrease				561	140	426				517		228										

† Senior Grammar Schools.

PUPILS IN—

[illegible]

PART II.—Table I.—(Continued.)

THE GRAMMAR SCHOOLS

NUMBER OF

THE GRAMMAR SCHOOLS.	MATHEMATICS.														
	ARITHMETIC.					ALGEBRA.				EUCLID.					
	Total in Arith- metic.	1st Four Rules, Reduction and Fractions.	Involution, Evolu- tion & Proportion.	Practical Interest and Exchange.	Other branches.	Total in Algebra.	1st 4 Rules, Invo- lution & Evolution	Equations.	Other branches.	Total in Euclid.	1st Book.	2nd to 6th Book.	Trigonometry.	Mensuration.	1st class Mathema- tics.
1 † Cornwall.....	28					12	7	5		5		5	2		
2 Williamstown.....	48	30	8	10		4	2	2		3	3	5	2	3	5
3 Matilda.....	94	85	30	55	7	21	19	14	2	4	1	3	3	9	7
4 † L'Original.....	33	9	8	16		32	28	4		3	2	1			1
5 Vankleek Hill.....	33	15	18	18		25	12	13	8	24	4	20	10	24	12
6 † Ottawa.....	93	58	58	58	35	25	12	12		2	2			40	2
7 † Richmond.....	42	23	13	6		6				36	12	24	20	20	12
8 † Brockville.....	51	17	25		6	24	12	12	3	1	1				
9 † Kenntville.....	32	22	9			7				1	1			5	
10 Prescott.....	75	40	30	30		10	10	10		5	5				
11 Gananoque.....	20	9	11			4	2	2		4	2				
12 † Perth.....	47	47	47			4	4	4		14	12				
13 Smiths' Falls.....	40	12	10	13	5	5	2	3		7	2	5		10	8
14 Lanark.....	26	18	6	2		2	2	2		2	2				
15 Carleton Place.....	51	34	3	10	4	7				12	1			4	7
16 † Kingston.....	65	44	13	8		12	10	2		15	12	3		1	
17 † Newburgh.....	113	26	37	44	6	45	40	17	9	26	28	15	2	10	67
18 Napanee.....	62	62	40	36	12	5	3	2		5	5			11	7
19 Bath.....	52	6	40	6		7		7		15	11			1	2
20 † Picton.....	18	10	8	8		4	2	2	2	3	4	2		3	2
21 Consecon.....	25		8	10	7	7	4	3		4	2			3	2
22 Demorestville.....	18	10	3	5		6	6			2					
23 † Belleville.....	142	40	50	52	27	33	15	18	9	30	12	14	8	12	
24 Trenton.....	96	42	18	36		10	6	4		10	6	4	2	6	42
25 Stirling.....	22					2				2					
26 † Cobourg.....	47	30	10	7		4	4			6	6			6	
27 Bowmanville.....	50	25	13	12		5	2	3	3	4	1	3		2	2
28 Port Hope.....	31	11	12	7	1	10	6	2	2	10	4	6		3	3
29 Colborne.....	34		20	14		10		10		6				10	34
30 Brighton.....	39	9	30			5	5			9	1	8		3	34
31 † Peterborough.....	84	10	40	34		30	21	9		21	12	9	2	36	22
32 Norwood.....	30	12	16	14		8	6	8	4	6	2	4		6	6
33 † Whitby.....	67	43	31	31	9	5	5	3		6	6	3	3	6	67
34 Uxbridge.....	18	3	6	9		3		3		1	1			7	9
35 † Toronto.....	203	98	105	89	31	81	71	46	16	61	52	19	7	24	56
36 Newmarket.....	67	10	20	35	4	15	3	12	2	15	12	3		11	3
37 Streetsville.....	33	33	33	33		14	14			15	6	9		3	3
38 Richmond Hill.....	58	24	10	12	12	8	6	2		24	20	4		20	4
39 Brampton.....	31	4	24	3		14	4	10		14	2	12		8	9
40 † Barrie.....	16	16	16			16	16	1	1	2	2		1	1	16
41 Bond Head.....	34	9	25	25	12	9	9	5		6				4	
42 Oakville.....	25	13	7	5		3	2	1		2	1	1	1	1	
43 † Hamilton.....	53	24	15	14		9	2	7	7	9	4	5		1	24
44 Ancaster.....	40	24	6	10	3	6	3	3		4	4				
45 Dundas.....	33	23	9	7											
46 † Brantford.....	42	8	20	20	14	35	13	22	3	20	20	11		8	14
47 Paris.....	29	9	7	4	9	9	2	7		9	4	5	12	4	8
48 † Niagara.....	20	15	5	5		6	4	2		8	4	4	2	5	15
49 St. Catharines.....	85	70	15	15		28	20	10	4	15	9	6	3	5	48
50 Beamsville.....	45	20	15	10		2	1	1		1	1				
51 † Simcoe.....	69	24	6	30		14	8	6	4	18	8	10		3	21
52 † Woodstock.....	32	12	20	24		17	6	11		11	6	5	2	24	14
53 Ingersoll.....	7	4	3	3		1				2	2				
54 † Berlin.....	24	5	7	7	6	9	3	6		15	12	3		3	3
55 Galt.....	69	18	51	51	51	46	31	31	15	30	14	18	1	1	
56 † Guelph.....	43	23	10	11	15	11	7	4	4	12	8	4			8
57 Elora.....	48	8	10	30		15	11	4		8	6	2		4	
58 † Stratford.....	56	19	15	20	2	16	12	4		6	4	2		56	
59 † Goderich.....	90	33		57		27	24	3		6	4	2	1	4	
60 † London.....	9	9	8	37	32	14	11	2	23	14	11		1	5	
61 † St. Thomas.....	45	25	20	20		23	23	7		16	10	6		10	
62 Vienna.....	20					3	3			3	3				
63 † Chatham.....	58	33	20	5		10		10		10	5	5		3	
64 † Port Sarnia.....	15	12	10	10	13	3	3			4	2	2			
65 † Sandwich.....	35	24	11	5		1				7	5	2			
Total for 1855.....	3151	1404	1194	1195	327	833	572	397	101	676	392	313	75	298	849
Total for 1854.....	2003	1320	683	Not rep.	t'd.	440	354	N.		R.	303	290	88	262	789
Increase.....	1148	84	511				132	43				23		36	
Decrease.....											1		13		

† Senior Grammar Schools.

HISTORY AND GEOGRAPHY.														PHYSICAL SCIENCE.										MISCELLANEOUS.			
Total in Geogra- phy.	Total in History.	Ancient Geogra- phy.	Modern Geogra- phy.	History of Greece.	History of Rome.	History of Great Britain & Ireland.	History of Canada.	Other branches.	First class.	Second class.	Third class.	Fourth class.	Fifth class.	Total in Physical Science.	Natural Philoso- phy.	Chemistry.	Natural History.	Second class.	Third class.	Fourth class.	Fifth class.	Writing.	Book-keeping.	Drawing.	Vocal Music.		
1	26	14	9	26	4	3	7	4	4	3	3			18	18			6	12			26	4				
2	40	56	24	65		15	68	74	16		68	74		17	13	6	10	9	9			48	6	2			
3	25	16		25		16		16	6	3				19	12		16	19			33	3	18				
4	50	52	34	82	4	10	36	24	34	88	39	34	30	22	10	52	29	92	41	52	52	94	30				
5	26	96	7	26			26			26				28	22		28	28			42	9					
6	30	50	15	32	18	18	32		18	32				5							53						
7	30	30	12	4	75	4	19		12					6	2						32						
8	75	20	6	2	20	4	6		19					15							75	19	25				
9	47	47	47	47		7	47	47	7	8	10		47	47	47					47	47	30					
10	12	16	25	6	10		10						10	10				4	6		50	6					
11	26	10	2	24			10						25	20	20						37						
12	37	10		37	7	13	11	6	37	29	18	7		20	20			20			52	9	5				
13	54	54	9	54	7	7	7	30	30	14	8	3		60	49	6		50	50		65	8					
14	85	36	15	85	8	10	23	12	45	21				17	17	1		43	43	40	82	10					
15	45	21		45			8	6	12	12	13			43	43			43	43		52	18					
16	14	8					8		4	4				4	4						12	6	4				
17	25	25	7	25			12		12	13			16	12			12	12			25	7	3	25			
18	142	98	52	142	82	82	5				12			59	59	40					28						
19	96	89	3	93	4	80	80		16	4	80			80	80	80				80	142	13	43	142			
20	16													12							47	2					
21	43	43		43	30			15	28					18	13		13				50						
22	30	39						14						11	8	3					39	11		10			
23	84	78	78	84	78	78	106		30	7	6			106	106		106				84		50	106			
24	18	18	6	24	6	7	24		8	9	9			24	24	6	30	30	20	6	30	10					
25	48	48	48	48	48	48	48	48	4	12	1			46	46	3	7	10	9	7	10	19					
26	17	5	1	16			5		4	16	41	18	12	37	35		37	45	32	23	17	197	65	66			
27	186	138	43	186	43	69	138	45	119	16	41	18	12	97	85		97	45	32	23	17	197	65	66			
28	63	48	16	63		23	8	54	10	15	3			22	22		12	12			66	11	2				
29	13	18	3	30	1	2	46	23	8	15	15	3		23	33		26	26	20	33	30						
30	39	24	4	29	4	9	23	14		4	10	5	12	26	26	20	16	4	14	4	10	5					
31	18	18		18					16					1	1						14	5					
32	39	34	30	30	30	25	10	10	10	14				34	18		16	16	16	16	18						
33	9	9		9			16		16	12	8			10	4	10					35	9					
34	44	8		44	8	8			36	8	8			22	22		10	4			23	7		13			
35	36	6	3	36	6	4			16	12	8			10	11	8	8	6			53	9					
36	39	23		39	15	15			11	11	8			22	22		10	10	10	10	40	3					
37	42	11	42	11	8	25	4	12	8	25	4	5		20	10	10	10	10	5	4	32	7					
38	16	10	10	10	4	6	10		8	14				34	34		25	5			42						
39	24	29	4	25	4	4			20					18	18	9		9	9		23	2	12				
40	24	29	4	25	4	4			20					10	10		10	10			26	3	26				
41	80	62	2	51	62	62		12	26	8	10			42	20	12	18	8	16		80	18					
42	45													26							45						
43	55	59	6	53	9	7	53		53	9				51	20		10	16	20	21	30	13					
44	22	39	6	21	9	9	20		10	4	2	5	1	34	11		23	3	2	4	1	27	18	12			
45	7	5		5	2		5		2	3	2						1				7						
46	21	21	2	21	2	6	21		24	3				10	10						24	1					
47	6	45	26	6		51								12	12	4					66	8					
48	43	14	4	43	4									4	4	8					43						
49	41	30												30							48	6					
50	54	31		51					54	31				15	15		43	43	35		53	5					
51	74	76	5	75		12	13		15	18	34	5	4	76	43	43	43	35	34	5	4	90	37	43			
52	102		10	86	17	24	41	14						14	14												
53	45	45		45	10	10	10	10						45							45						
54	16	20		16					6	35	15			8	8						58	10					
55	2	25	6	25																							
56	12			12					12												35	2					
57	232	1036	622	2780	459	622	1191	414	367	160	981	580	323	181	183	1453	1091	330	644	400	254	3049	587	357	368		
58	N	R.		2740	160	366	1075	367	Not	re	por	ted.				902	244	326	Not	Re	por	ted.	494	184	149		
59			134		290	268	116	47								189	95	318					93	173	219		

PART II.—Table K.

THE GRAMMAR SCHOOLS

THE GRAMMAR SCHOOLS.		Opened and Closed with Prayer.	Bible and Testament used.	NAMES OF TEXT BOOKS USED														
				ENGLISH.							LATIN.							
				GRAMMARS.				READERS.			GRAMMARS.				La- tin Books.	Other Latin Books.		
				National or Sullivan's.	Lennie's.	Bullion's.	No. of other En. Grammars.	National and Art of Reading.	English Reader.	No. of other Reading Books.	No. of other Books in Eng'h.	Emmings Academy.	Eton.	Bullion's.			No. of other Latin Gram's.	Arnold's 1st & 2nd. Books.	Arnold's other Latin Books.
1	† Cornwall.....	1	1		1			1			1	1					1	
2	Williamstown.....	1	1				1	1				1			1			3
3	Matilda.....	1	1					1		3		1						1
4	† Original.....				1			1				1						2
5	Vankleeck Hill.....	1	1		1			1				1				1		
6	† Ottawa.....	1		1				1				1						3
7	Richmond.....		1		1			1		1		1					5	3
8	† Brockville.....				1													1
9	Kemptville.....	1	1					2						1	1			1
10	Prescott.....	1			1				1					1	1			
11	Gananoque.....	1	1		1				1					1	1			3
12	† Perth.....	1	1		1			1				1						1
13	Smith's Falls.....				1			1				1						3
14	Lanark.....	1	1		1			1				1						2
15	Carleton Place.....	1	1		1			1			1	1						1
16	† Kingston.....	1	1		1			1			1		1					6
17	Newburgh.....	1	1				1	1						1		1		4
18	Napance.....	1	1				1	1				1						
19	Bath.....	1	1		1			1				1				1		3
20	† Picton.....	1	1					1			2				2		1	2
21	Consecon.....	1	1				1	1							1		1	
22	Demontsville.....		1				1					1			1			
23	† Belleville.....				1			1			1							3
24	Trenton.....	1	1		1			1			2	2			1			2
25	Sterling.....				1							1				1		3
26	† Cobourg.....	1	1		1			1				1						1
27	Bowmanville.....	1	1		1			1				1			1			3
28	Port Hope.....	1	1		1					1		1						1
29	Colborne.....					1		1						2				1
30	Brighton.....					1								2				3
31	† Peterborough.....				1			1				1			1			1
32	Norwood.....	1	1		1			1		1					1			1
33	† Whitby.....	1	1		1			1				1			1			3
34	Uxbridge.....	1	1					1				1						
35	† Toronto.....	1	1		1			1		1		1				1		1
36	Newmarket.....		1		1			1			1	1						
37	Streetsville.....	1	1		1			1				1				1		1
38	Richmond Hill.....	1	1			1		1						1				
39	Brampton.....	1	1		1					3	1	1			1	1		4
40	† Barrie.....			1				1		1		1			1			
41	Bond Head.....		1		1			1								1		1
42	Oakville.....	1	1		1			1			1	1						2
43	† Hamilton.....	1	1		1					2			1					3
44	Ancaster.....	1	1		1			1		1	1	1						2
45	Dundas.....		1		1			1			2							
46	† Brantford.....				1		1					1				1		3
47	Paris.....	1	1		1					1					1			3
48	† Niagara.....	1	1		1			1			2	1			1			
49	St. Catharines.....	1	1			1		1			1		1			2		1
50	Beamsville.....	1			1		1			2				2				
51	† Simcoe.....	1	1		1			1				1			1			1
52	† Woodstock.....		1						1		1	1			1			
53	Ingersoll.....	1			1										1		1	
54	† Berlin.....	1	1			1		1			2			1		1		1
55	Galt.....	1						1		1		1				1		2
56	† Guelph.....		1							2				1				
57	Elora.....	1	1		1			1				1				1		2
58	† Stratford.....	1			1			1		1		1						1
59	† Goderich.....	1	1		1					1		1				1		1
60	† London.....		1		1					1		1			1			1
61	† St. Thomas.....	1	1				1				2	1						
62	Vienna.....	1	1		1			1				1						3
63	† Chatham.....	1	1		1			1							1			2
64	† Port Sarnia.....	1	1		1			1			1	1				1		2
65	† Sandwich.....				1			1				1				1		2
Total*.....		44	50	2	50	6	9	48	9	18	36	21	18	3	21	22	25	92

* Not reported in 1854.

† Senior Grammar Schools.

[illegible]

PART II.—Table L.

THE NORMAL SCHOOL

Abstract No. 1.—GROSS ATTENDANCE OF STUDENTS—

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.			Applicants for admission.			Rejected.			Admitted.			Admitted by Fees.			Who had been Teachers for admission.			
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	
No.			71	71	.....	8	8	.....	63	63	.....	4	4	.....	27	27	.....	
1	First Session, 1847-48	...	140	112	28	15	14	1	123	98	25	5	4	1	93	86	7	
2	Second Session, 1848	...	123	87	35	15	12	3	108	76	32	19	14	5	61	51	10	
3	Third Session, 1848-49	...	131	166	25	19	18	1	112	88	24	7	4	3	70	61	9	
4	Fourth Session, 1849	...	180	109	51	25	17	8	135	92	43	11	1	4	75	56	19	
5	Fifth Session, 1849-50	...	102	66	36	28	17	11	74	49	25	12	12	12	48	31	17	
6	Sixth Session, 1850-51	...	93	68	25	13	8	5	80	60	20	1	1	1	63	51	12	
7	Seventh Session, 1851-52	...	122	78	44	21	7	14	101	71	30	1	1	1	60	47	13	
8	Eighth Session, 1852	...	162	83	79	18	9	9	144	74	70	1	1	1	64	31	33	
9	Ninth Session, 1852-53	...	169	98	71	8	1	7	161	97	64	1	1	1	66	40	17	
10	Tenth Session, 1853	...	175	66	109	15	8	7	160	58	102	Discontinued	Discontinued	Discontinued	61	29	32	
11	Eleventh Session, 1853-54	...	121	52	69	10	10	11	52	59	64	since the erec-	tion of the Nor-	mal school build-	ings in 1852.	52	41	11
12	Twelfth Session, 1854	...	106	39	67	5	5	101	39	62	62	since the erec-	tion of the Nor-	mal school build-	ings in 1852.	45	25	18
13	Thirteenth Session, 1854-55	...	93	46	47	7	2	5	86	44	42	since the erec-	tion of the Nor-	mal school build-	ings in 1852.	39	36	3
14	Fourteenth Session, 1855	...	145	57	88	8	2	6	137	55	82	since the erec-	tion of the Nor-	mal school build-	ings in 1852.	53	26	27
15	Fifteenth Session, 1855-56	...																
Total			1913	1139	774	215	123	92	1698	1016	682	49	36	13	875	647	228	

Abstract No. 2.—COUNTIES FROM WHENCE

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.			Stormont, Dundas and Glengarry.			Prescott and Russell.			Carleton.			Leeds and Grenville.			Lennox and Renfrew.			Frontenac, Lennox and Addington.			Prince Edward.			Hastings.			Northumberland and Durham.			Peterborough and Victoria.			Ontario.			York and Peel.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.			
1	First Session, 1847-48		3	3		2	2					1	1		1	1		1	1		1	1		4	4		4	4		1	1		3	3				
2	Second Session, 1848		7	7		1	1					1	1		1	1		1	1		1	1		3	3		3	3		1	1		4	4				
3	Third Session, 1848-49		2	2		1	1					1	1		1	1		1	1		1	1		3	3		3	3		1	1		4	4				
4	Fourth Session, 1849		1	1								1	1		1	1		1	1		1	1		3	3		3	3		1	1		4	4				
5	Fifth Session, 1849-50		1	1								1	1		1	1		1	1		1	1		3	3		3	3		1	1		4	4				
6	Sixth Session, 1850-51					3	3					1	1		1	1		1	1		1	1		3	3		3	3		1	1		4	4				
7	Seventh Session, 1851-52					1	1					1	1		1	1		1	1		1	1		3	3		3	3		1	1		4	4				
8	Eighth Session, 1852					2	2					1	1		1	1		1	1		1	1		3	3		3	3		1	1		4	4				
9	Ninth Session, 1852-53					2	2					1	1		1	1		1	1		1	1		3	3		3	3		1	1		4	4				
10	Tenth Session, 1853					3	3					1	1		1	1		1	1		1	1		3	3		3	3		1	1		4	4				
11	Eleventh Session, 1853-54					3	3					1	1		1	1		1	1		1	1		3	3		3	3		1	1		4	4				
12	Twelfth Session, 1854					2	2					1	1		1	1		1	1		1	1		3	3		3	3		1	1		4	4				
13	Thirteenth Session, 1854-55					1	1					1	1		1	1		1	1		1	1		3	3		3	3		1	1		4	4				
14	Fourteenth Session, 1855					2	2					1	1		1	1		1	1		1	1		3	3		3	3		1	1		4	4				
15	Fifteenth Session, 1855-56					3	3					1	1		1	1		1	1		1	1		3	3		3	3		1	1		4	4				
Total			36	26	10	12	8	11	11	7	3	7	4	9	2	18	37	11	33	14	31	1	8	6	19	26	25	1	16	6	4	57	27	8	300	156	144	

NOTE TO ABSTRACT No. 2.—In explanation of the apparently large number reported as attending the following observations. Taking, for instance, the whole number in attendance this Session (1855-56) seem to indicate a disproportionate attendance from other counties; but when it is considered that Teachers all who have completed their engagements elsewhere are set down here for the City of Toronto, in the the Institution in the Counties of York and Peel is so low. Thus, of 43 in attendance from the Counties from Canada, and 2 from England, one is from the United States, and one was registered in the Session is situated, there are but 16 Student-Teachers in attendance, and from the city proper where the buildings Welland sent 14, and the County of Middlesex 13.

FOR UPPER CANADA.

PART II.—Table L.

WEEKLY AID GRANTED—CERTIFICATES, &c.

Who received weekly aid.			Total aid granted.			Attended formerly.			Left for good cause.			Left for bad cause.			Received certificates from Masters.			Received Provincial Certificates.		
Total.	Male.	Female.	Amount.			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
			£	s.	d.															
53	53		210	10	0				6	6		2	2		51	51				
109	89	20	439	10	0	24	24		46	40	6	6	6		68	54				
75	57	18	347	7	6	17	7	10	24	20	4	6	4	2	62	42				
72	61	11	261	0	0	24	7	17	53	47	6	10	6	4	62	40				
82	58	24	416	15	0	25	10	15	24	20	4	15	6	9	78	30				
62	43	19	438	15	0	12	5	7	16	12	4	11	4	4	43	26				
67	50	17	429	5	0	6	4	2	34	29	5	5	1	1	43	29				
90	64	26	455	0	0	9	7	2	16	14	2	11	6	6	45	39				
138	71	67	701	5	0	34	14	20	17	10	7	9	5	4				73	33	39
132	79	53	675	15	0	34	19	15	13	10	3	2	1	1				78	56	22
42	17	25	234	15	0	59	21	38	33	17	16	2	2					71	29	42
20	5	15	110	0	0	39	7	32	30	16	14	1	1	1				40	23	17
31	15	16	220	10	0	37	15	22	20	12	8	5	3	2				45	18	27
55	27	28	289	15	0	25	11	14	11	9	2	4	2	2				45	24	17
71	26	45	378	15	0	35	11	24	7	4	3	13	10	3				57	25	46
1099	745	354	5626	17	6	380	162	218	350	266	84	105	61	44	430	320	110	625	215	210

THE STUDENTS OF THE NORMAL SCHOOL CAME.

Simcoe.			Wentworth.			Halton.			Brant.			Lincoln and Welland.			Haldimand.			Norfolk.			Oxford.			Aurora.			Wellington.			Grey.			Perth.			Huron and Bruce.			Middlesex.			Elgin.			Kent.			Lambton.			Essex.		
Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.						
29	23	6	65	28	37	41	32	9	36	23	13	124	63	61	20	10	10	41	28	13	49	27	22	10	9	1	20	10	10	3	1	2	3	1	9	8	1	82	45	37	36	22	4	10	3	7	16	7	9	1	1		
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1												

the Normal School from the United Counties in which the Institution is situated, it may be proper to offer at 137, and deducting 43, the number registered from the United Counties of York and Peel, it would era generally a nominal class, reporting their last place only when they propose to return to it, and that County of York, the matter for surprise will be that the number who seek to profit by the proximity of named, the number registered as from the City is 26; of these, 5 are from Scotland, 3 from Ireland, 4 1855 as from the County of Victoria. So that from the United Counties in which the Normal School and premises are established, only 10. While, of the 93 registered from other Counties, Lincoln and

PART II.—Table L.—(Continued.)

THE NORMAL SCHOOL

Abstract No. 3.—RELIGIOUS DENOMINATIONS OF THE

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.			Total No. of Students Admitted.			Church of England.			Roman Catholics.			Pres- byterians.			Methodists.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
No.																	
1	First Session, 1847-48	63	63	.....	14	14	.....	7	7	.....	10	10	.....	22	22	.....	6
2	Second Session, 1848	125	98	27	30	24	6	8	7	1	29	21	8	33	27	6	11
3	Third Session, 1848-49	108	76	32	21	9	12	6	6	.....	20	12	8	42	33	9	11
4	Fourth Session, 1849	112	88	24	22	15	7	5	4	1	12	10	2	52	41	11	18
5	Fifth Session, 1849-50	135	92	43	22	16	6	12	9	3	25	20	5	52	34	18	11
6	Sixth Session, 1850-51	74	49	25	10	8	2	6	.....	.....	10	9	1	31	20	11	11
7	Seventh Session, 1851-52	80	60	20	8	7	1	5	.....	.....	16	16	.....	37	26	11	13
8	Eighth Session, 1852	101	71	30	17	13	4	7	6	1	20	14	6	34	21	13	11
9	Ninth Session, 1852-53	144	74	70	22	10	12	6	5	1	28	18	10	69	23	41	23
10	Tenth Session, 1853	161	97	64	26	18	8	7	4	3	38	22	16	55	32	23	33
11	Eleventh Session, 1853-54	160	58	102	17	6	11	6	1	5	52	16	36	55	22	33	24
12	Twelfth Session, 1854	111	52	59	13	5	8	9	8	.....	36	17	19	44	20	24	22
13	Thirteenth Session, 1854-55	101	39	62	17	7	10	1	.....	.....	32	17	15	33	11	22	11
14	Fourteenth Session, 1855	86	44	42	12	5	7	4	2	2	22	11	11	27	16	11	23
15	Fifteenth Session, 1855-56	137	55	82	10	3	7	2	1	1	42	15	27	46	18	28	261
	Total.....	1698	1016	682	261	160	101	91	59	32	392	228	164	632	371	261	

Abstract No. 4.—STATEMENT OF THE RECEIPTS AND EXPENDITURES ON

1855.	RECEIPTS.	AMOUNT.	AMOUNT.
		£ s. d.	£ s. d.
1	To Balance.....		1890 5 4
2	" Warrants issued Quarterly in full of the current Expenses of the Normal and Model Schools	1500 0 0	
3	" Warrants issued Quarterly to facilitate the attendance of Students at the Normal School	1000 0 0	
4	" Proportion of sum granted under the authority of the Act 16 Viet, ch. 185, Sect. 23	550 0 0	
5	" Model School Fees.....		3050 0 0
6	" Cash for damaged Books.....		545 4 6
			1 2 5
			£ 5576 12 3

FOR UPPER CANADA.

PART II.—Table L.—(Continued.)

STUDENTS ATTENDING THE NORMAL SCHOOL.

Baptists.			Congregationalists.			Lutherans.			Quakers.			Universalists.			Unitarians.			Disciples.			Other Persuasions.		
Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
4	4		5	5																	1	1	...
9	7	2	11	8	3																3	2	1
6	4	2	2	1	1	1	1		1	1					1	1					8	6	...
9	6	3	5	5	2										1	1					6	6	...
13	5	8	4	2	2													2	2		4	4	...
8	4	4	4	3	1				2	2											3	1	2
8	6	2	2	1	3													1	1		1	1	...
10	8	2	3	2	1				1	1											9	6	3
10	5	5	2	2					2	2								2	2		3	2	1
18	11	7	1	1	2				4	4					1		1	3	1	2	6	4	2
16	6	10	7	3	4				3	3					2	1	1			1	1	1	...
5	5		2	2					1	1								1	1		1	1	...
8	1	7	5	5					2		2				1	1		1	1		1	1	...
13	7	6	6	1														1	1		1	1	...
21	10	11	10	3	7				1	1					1		1				4	4	...
159	89	70	73	37	36	1	1	...	17	15	2	1	1	...	7	4	3	12	9	3	52	42	10

ACCOUNT OF THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA, FOR 1855.

1855.	EXPENDITURES.	AMOUNT.	AMOUNT.
		£ s. d.	£ s. d.
1	By Salaries and Wages	1812	13 4
2	" Books, Apparatus, and school requisites	219	6 9
3	" Agriculture, Chemistry, and Natural Philosophy Department	91	12 4
4	" Advertising and Printing	28	3 2
5	" Repairs and Contingencies	132	2 2
6	" Light, Water and Wood	756	11 11
7	" Insurance	64	0 0
			3104 14 8
8	" Aid granted to facilitate the attendance of Students at the Normal School— Five shillings each per week		519 5 0
9	" Balance		1952 12 7
		£	5576 12 3

PART II.—Table M.

THE FREE PUBLIC LIBRARIES

NAMES OF COMMON SCHOOL LIBRARIES.		MONIES.					VOL.	
		Amount of Local Appropriation for 1855.	Amount of Legislative Apportion- ment for 1855.	Value of Books sent in 1855.	Value of Books sent in 1854.	Total Value of Books sent	Total number of Volumes in library.	History.
<i>Glengarry.</i>		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
1	Charlottenburgh, No. 12.....				50 0 0	50 0 0	454	40
<i>Stormont.</i>								
1	Cornwall, No. 15				40 0 0	40 0 0	350	43
2	Osnabruck				100 0 0	100 0 0	794	127
	Total				140 0 0	140 0 0	1144	170
<i>Dundas.</i>								
1	Matilda				200 0 0	200 0 0	1401	216
<i>Prescott.</i>								
1	Caledonia, No. 1.....				13 0 0	13 0 0	134	27
2	Hawkesbury West				50 0 0	50 0 0	467	84
3	Longueuil.....				160 0 0	160 0 0	1149	228
	Total				223 0 0	223 0 0	1752	339
<i>Russell.</i>								
1	Clarence, No. 1				20 0 0	20 0 0	184	56
<i>Carleton.</i>								
1	Gloucester, No. 8	3 0 0	3 0 0	6 0 0		6 0 0	38	17
2	Goulbourn				40 0 0	40 0 0	348	83
3	Marlborough				100 0 0	100 0 0	846	146
4	Nepean				100 0 0	100 0 0	872	213
5	Osgoode				70 0 0	70 0 0	588	118
	Total	3 0 0	3 0 0	6 0 0	310 0 0	316 0 0	2692	577
<i>Grenville.</i>								
1	Augusta, No. 4				24 0 0	24 0 0	157	50
2	Edwardsburgh				100 0 0	100 0 0	925	131
3	Oxford, No. 4	25 0 0	25 0 0	50 0 0		50 0 0	362	53
	Total	25 0 0	25 0 0	50 0 0	124 0 0	174 0 0	1444	234
<i>Leeds.</i>								
1	Elizabethtown, No. 21.....				25 0 0	25 0 0	152	41
2	Yonge and Escott Rear, No. 6				50 0 0	50 0 0	409	49
3	Yonge, No. 10	2 10 6	2 10 6	5 1 0		5 1 0	89	5
	Total	2 10 6	2 10 6	5 1 0	75 0 0	80 1 0	620	95
<i>Lanark.</i>								
1	Drummond				100 0 0	100 0 0	761	169
2	Lanark and Darling.....				120 0 0	120 0 0	1113	135
3	Packenham				80 0 0	80 0 0	609	127
4	Ramsay	40 0 0	40 0 0	80 0 0	130 0 0	210 0 0	1480	337
5	Ramsay, No. 10.....				20 0 0	20 0 0	161	39
	Total	40 0 0	40 0 0	80 0 0	450 0 0	530 0 0	4124	807
<i>Renfrew.</i>								
1	Bagot, No. 1	4 0 0	4 0 0	8 0 0		8 0 0	91	14
2	Bromley				23 17 5	23 17 5	147	39
3	Pembroke, No. 2				42 10 0	42 10 0	352	107
4	Ross				30 0 0	30 0 0	291	48
5	Westmeath				100 0 0	100 0 0	828	154
	Total	4 0 0	4 0 0	8 0 0	196 7 5	204 7 5	1709	362

OF UPPER CANADA, 1855.

PART II.—Table M.

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

VOLUMES.

MISCELLANEOUS INFORMATION.

	Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Tales, Sketches, &c.	Teachers' Library.	No. of times v.l.s. taken out	No. of copies sent gratis
1	21	2	1	2	2	2	13	1	33	27	40	.....	22	36	211	1	103	75
1	42	12	21	3	3	6	1	1	17	23	16	.....	18	32	105	7	N. R.	N. R.
2	50	5	28	15	5	7	2	5	22	31	82	3	50	94	261	7	236	549
	92	17	49	18	8	13	3	6	39	54	98	3	68	126	366	14		
1	88	17	35	30	12	20	8	7	70	84	170	17	82	177	361	7	N. R.	N. R.
1	15	4	3	.....	3	1	.....	2	18	12	4	.....	4	11	31	1	100	23
2	18	6	23	2	3	2	2	5	20	14	11	1	9	34	223	10	N. R.	N. R.
3	94	17	37	22	7	14	7	9	62	50	88	20	65	130	295	4	N. R.	N. R.
	127	27	63	24	13	17	9	16	100	76	103	21	78	175	549	15		
1	22	2	22	2	3	3	.....	1	3	2	13	.....	9	23	19	4	216	30
1	4	.....	.....	1	1	.....	.....	1	.....	.....	.....	.....	7	1	2	.....	41	14
2	13	5	26	2	5	3	1	3	19	17	24	4	17	65	51	10	N. R.	N. R.
3	56	14	37	28	10	27	5	3	41	38	42	7	71	119	196	6	N. R.	N. R.
4	57	12	35	12	6	9	4	3	46	63	37	4	21	94	251	5	N. R.	N. R.
5	27	6	8	22	8	3	1	4	14	18	27	3	37	52	231	9	32	25
	157	37	106	65	30	42	11	13	121	136	184	18	153	331	731	50		
1	13	.....	3	4	.....	2	.....	22	13	3	.....	.....	1	8	34	4	300	12
2	72	19	37	31	6	17	16	4	39	64	59	3	35	74	306	12	577	222
3	21	2	18	3	2	3	3	1	10	7	43	.....	33	55	96	12	N. R.	N. R.
	106	21	58	38	8	22	19	5	71	84	105	3	69	137	436	28		
1	28	5	.....	3	3	3	3	2	9	6	16	.....	10	9	11	3	N. P.	N. R.
2	34	2	12	4	5	1	1	2	36	14	19	.....	43	18	165	4	364	128
3	10	.....	.....	.....	.....	.....	.....	1	5	1	4	.....	.....	.....	32	1	18	101
	71	7	12	7	8	4	4	5	50	21	39	.....	53	27	209	8		
1	36	1	24	11	5	11	8	1	25	11	83	.....	84	88	206	4	N. R.	N. R.
2	42	20	38	40	4	19	11	5	31	60	75	6	34	91	450	17	N. R.	N. R.
3	82	4	9	10	7	7	1	1	22	31	84	.....	30	16	218	12	108	108
4	138	18	39	22	10	10	6	3	79	47	257	2	126	118	264	17	109	109
5	24	2	5	11	2	1	1	2	7	6	15	1	3	23	15	.....		
	316	45	115	94	28	48	27	12	164	155	514	9	277	336	1153	26		
1	10	.....	1	.....	1	.....	.....	9	1	1	.....	.....	.....	3	51	.....	N. R.	N. R.
2	47	.....	1	3	.....	.....	.....	13	6	22	.....	.....	6	18	31	.....	N. R.	N. R.
3	4	3	25	4	5	4	3	14	26	24	1	3	3	33	51	.....	N. R.	N. R.
4	21	4	12	.....	1	1	2	15	11	44	.....	.....	6	12	113	.....	N. R.	N. R.
5	86	13	27	20	4	21	15	3	45	45	45	1	68	56	221	.....	N. R.	N. R.
	168	20	66	25	13	27	20	5	96	89	136	2	83	122	447	8		

PART II.—Table M.—(Continued.)

THE FREE PUBLIC LIBRARIES

NAMES OF COMMON SCHOOL LIBRARIES.		THE FREE PUBLIC LIBRARIES					VOL.	
		MONIES.					Total number of Volumes in Library.	History.
		Amount of Local Appropriation for 1855.	Amount of Legislative Apportion- ment for 1855.	Value of Books sent in 1855.	Value of Books sent in 1854.	Total Value of Books sent.		
	<i>Frontenac.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
1	Pittsburgh				60 0 0	60 0 0	572	124
	<i>Lennox.</i>							
1	Fredericksburgh				80 0 0	80 0 0	677	112
2	Richmond				100 0 0	100 0 0	879	123
	Total				180 0 0	180 0 0	1556	235
	<i>Prince Edward.</i>							
1	Athol				100 0 0	100 0 0	811	113
2	Sophiasburgh				200 0 0	200 0 0	1381	232
	Total				300 0 0	300 0 0	2192	345
	<i>Hastings.</i>							
1	Sidney				100 0 0	100 0 0	912	121
2	Thurlow				200 0 0	200 0 0	1426	267
	Total				300 0 0	300 0 0	2338	388
	<i>Northumberland.</i>							
1	Brighton				150 0 0	150 0 0	1322	160
2	Haldimand				100 0 0	100 0 0	835	119
3	Hamilton				120 0 0	120 0 0	907	144
4	Murray				150 0 0	150 0 0	1353	167
5	Seymour				400 0 0	400 0 0	2927	371
	Total				920 0 0	920 0 0	7344	961
	<i>Durham.</i>							
1	Cavan, No. 7	4 18 11	4 18 11	9 17 10		9 17 10	106	13
2	Clarke				100 0 0	100 0 0	689	137
3	Darlington				100 0 0	100 0 0	831	125
	Total	4 18 11	4 18 11	9 17 10	200 0 0	209 17 10	1626	275
	<i>Peterborough.</i>							
1	Asphodel				50 0 0	50 0 0	433	79
2	Asphodel, No. 10				10 10 0	10 10 0	102	35
3	Douro, No. 9	8 0 0	8 0 0	18 0 0		16 0 0	147	19
4	Dummer and Burleigh				20 0 0	20 0 0	243	43
5	Monaghan North				60 0 0	60 0 0	412	99
6	Smith				80 0 0	80 0 0	674	119
	Total	8 0 0	8 0 0	16 0 0	220 10 0	236 10 0	2010	394
	<i>Ontario.</i>							
1	Brock, No. 8				15 0 0	15 0 0	139	43
2	Pickering, No. 1	10 0 0	10 0 0	20 0 0		20 0 0	135	26
3	Pickering, No. 3				60 0 0	60 0 0	438	87
4	Pickering, No. 7	15 0 0	15 0 0	30 0 0	48 0 0	78 0 0	625	96
5	Mara and Rama				50 0 0	50 0 0	382	87
6	Reach, No. 4	21 0 0	21 0 0	42 0 0		42 0 0	346	62
7	Thorah				60 0 0	60 0 0	437	87
8	Whitby	300 0 0	300 0 0	600 0 0		600 0 0	3870	724
	Total	346 0 0	346 0 0	692 0 0	233 0 0	925 0 0	6372	1212

OF UPPER CANADA, 1855.

PART II.—Table M.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

UMES.																	MISCELLANEOUS INFORMATION	
	Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Tales, Sketches, &c.	Teachers' Library.	No. of times vols. taken out.	No. of inhabitants reading.
1	74	12	32	3	3	12	1	2	43	31	23	3	45	75	85	4	370	370
1	78	12	25	26	5	11	6	3	44	38	66	.....	54	77	122	3	N. R.	N. R.
2	78	21	41	22	10	25	8	4	49	52	98	5	57	121	151	14	472	209
	151	33	66	48	15	36	14	7	93	90	164	5	111	198	273	17		
1	85	8	14	16	5	7	5	4	43	27	65	8	63	100	234	14	590	253
2	87	21	34	23	8	19	7	5	67	78	169	36	64	154	359	18	748	344
	172	29	48	39	13	26	12	9	110	105	234	44	127	254	593	32	1338	597
1	71	14	31	23	9	15	5	3	37	57	49	7	51	88	317	14	N. R.	N. R.
2	107	16	36	30	12	31	8	6	64	69	138	14	80	195	331	22	N. R.	N. R.
	178	30	67	53	21	46	13	9	101	126	187	21	131	283	648	36		
1	84	14	36	13	7	40	16	4	62	53	42	3	64	88	627	9	N. R.	N. R.
2	79	16	24	18	4	18	3	7	42	62	71	3	76	82	201	10	N. R.	N. R.
3	61	10	35	16	7	11	12	6	34	40	135	27	66	82	215	6	227	231
4	111	21	41	28	13	8	4	5	47	80	95	36	93	127	463	14	N. R.	N. R.
5	187	27	49	61	17	38	28	8	112	156	276	8	209	314	1044	22	N. R.	N. R.
	522	88	185	136	48	115	63	30	297	391	619	77	508	693	2550	61		
1	1	.....	.....	3	.....	.....	.....	.....	1	1	6	.....	6	18	56	1	112	88
2	39	16	37	23	6	11	3	3	33	49	73	7	66	68	109	9	N. R.	N. R.
3	49	9	26	18	6	6	6	3	32	19	76	17	54	91	282	12	170	190
	89	25	63	44	12	17	9	6	66	69	155	24	126	177	447	22		
1	37	11	27	5	16	.....	3	1	37	37	21	1	19	39	93	7	N. R.	N. R.
2	26	.....	9	1	1	1	.....	1	.....	2	9	.....	3	6	8	.....	N. R.	N. R.
3	8	.....	5	.....	.....	.....	.....	.....	6	2	1	.....	1	9	94	1	N. R.	N. R.
4	47	9	16	.....	3	9	.....	1	9	12	6	.....	13	20	55	.....	N. R.	N. R.
5	27	3	25	3	5	3	1	4	16	8	28	2	46	86	52	4	184	86
6	45	7	26	18	6	7	3	2	15	21	34	30	21	71	240	8	455	191
	190	30	108	27	32	20	7	9	83	82	99	33	103	231	542	20		
1	8	.....	6	1	2	.....	.....	1	44	4	4	.....	12	9	5	.....	63	15
2	33	.....	5	14	2	.....	.....	1	.....	4	15	.....	2	5	21	.....	32	13
3	33	11	23	4	6	7	6	4	19	15	54	1	46	26	87	9	275	130
4	44	21	4	12	3	8	4	3	46	46	35	.....	49	29	218	7	N. R.	N. R.
5	24	3	3	4	4	6	4	2	30	9	54	1	20	31	99	1	N. R.	N. R.
6	39	9	21	2	2	4	3	2	22	13	41	.....	22	24	77	3	368	100
7	30	4	11	14	7	2	3	2	19	5	25	.....	12	56	159	1	N. R.	N. R.
8	356	41	60	194	48	55	29	9	197	119	476	22	325	532	604	79	1245	350
	572	89	133	245	74	84	49	24	377	215	704	24	488	712	1270	100		

PART II.—Table M.—(Continued.)

THE FREE PUBLIC LIBRARIES

NAMES OF COMMON SCHOOL LIBRARIES.		THE FREE PUBLIC LIBRARIES					VOL.	
		MONIES.					Total number of Volumes in Library.	History.
		Amount of Local Appropriation for 1855.	Amount of Legislative Apportion- ment for 1855.	Value of Books sent in 1855.	Value of Books sent in 1854.	Total Value of Books sent.		
<i>York.</i>		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
1	Etobicoke.....				140 0 0	140 0 0	1080	147
2	Georgina.....				40 0 0	40 0 0	332	49
3	Gwillimbury East, No. 3.....	9 0 0	9 0 0	18 0 0		18 0 0	159	15
4	Gwillimbury East, No. 8.....				17 15 0	17 15 0	179	45
5	King.....			37 10 1	262 9 11	300 0 0	2218	299
6	Scarboro', No. 9.....	2 17 6	2 17 6	5 15 0		5 15 0	21	3
7	Vaughan.....				523 12 9	523 12 9	3673	809
8	Vaughan, No. 12.....				50 13 0	50 13 0	763	132
9	Vaughan, A. B. C.....	6 0 0	6 0 0	12 0 0		12 0 0	113	6
10	Vaughan and Markham, No. 1.....	4 0 0	4 0 0	8 0 0		28 0 0	261	35
11	Whitchurch, No. 1.....				87 10 0	87 10 0	699	94
12	Whitchurch, No. 2.....				40 0 0	40 0 0	287	35
13	Whitchurch, No. 12.....				16 10 6	16 10 6	116	43
14	York.....				400 0 0	400 0 0	2921	380
Total.....		21 17 6	21 17 6	81 5 1	1598 11 2	1679 16 3	12802	2092
<i>Peel.</i>								
1	Albion.....				180 0 0	180 0 0	1408	237
2	Caledon.....				200 0 0	200 0 0	1559	278
3	Chinguacousy.....				600 0 0	600 0 0	3818	513
4	Toronto.....				150 0 0	150 0 0	1234	165
Total.....					1130 0 0	1130 0 0	8019	1213
<i>Simcoe.</i>								
1	Gwillimbury West.....				200 0 0	200 0 0	1269	241
2	Innisfil, No. 1.....				30 0 0	30 0 0	279	45
3	Fulmur.....				53 10 0	53 10 0	493	110
4	Medonte.....				50 0 0	50 0 0	402	111
5	Millia.....				40 0 0	40 0 0	360	75
6	Pro.....				40 0 0	40 0 0	385	66
7	Tecumseth.....				50 0 0	50 0 0	342	66
8	Vespra.....	30 0 0	30 0 0	60 0 0		60 0 0	450	95
Total.....		30 0 0	30 0 0	60 0 0	463 10 0	523 10 0	4040	809
<i>Haltont.</i>								
1	Nassagaweya.....				100 0 0	100 0 0	849	155
<i>Wentworth.</i>								
1	Ancaster, No. 6.....				20 0 0	20 0 0	215	45
2	Barton, No. 4.....				28 0 0	28 0 0	260	51
3	Beverley, No. 17.....				50 0 0	50 0 0	344	60
4	Binbrooke.....	50 0 0	50 0 0	100 0 0		100 0 0	770	68
5	Flamboro' East.....				100 0 0	100 0 0	822	72
6	Flamboro' West, No. 4.....				30 0 0	30 0 0	273	42
7	Glanford, No. 3.....				27 0 0	27 0 0	265	39
Total.....		50 0 0	50 0 0	100 0 0	255 0 0	355 0 0	2949	377
<i>Brant.</i>								
1	Dumfries South, No. 13.....	11 5 0	11 5 0	22 10 0		22 10 0	170	24
2	Orondaga.....				60 0 0	60 0 0	450	112
Total.....		11 5 0	11 5 0	22 10 0	60 0 0	82 10 0	620	136
<i>Lincoln.</i>								
1	Louth.....				100 0 0	100 0 0	784	128
2	Clinton.....	90 0 0	90 0 0	180 0 0		180 0 0	1248	159
Total.....		90 0 0	90 0 0	180 0 0	100 0 0	280 0 0	2032	287

OF UPPER CANADA, 1855.

PART II.—Table M.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

UPPER.																MISCELLANEOUS INFORMATION.	
Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Tales, Sketches, &c.	Teacher's Library.	No. of times vol. taken out.	No. of inhabitants reading.
1 79	14	17	15	7	6	7	4	59	32	97	11	68	95	357	15	349	141
2 26	4	11	4	2	2	2	3	14	12	28	2	16	53	101	3	.....	.....
3 11	3	11	1	2	1	.....	.....	7	2	15	.....	6	10	73	2	139	53
4 16	3	11	3	.....	1	.....	3	8	6	12	.....	9	17	45	1	165	120
5 18	29	71	45	23	41	14	10	78	126	246	14	147	190	678	21	2800	609
6 7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7 292	19	120	107	54	2	31	65	200	154	301	8	397	338	664	35	.....	.....
8 44	16	23	16	6	21	6	.....	33	58	80	.....	73	69	180	6	.....	.....
9 13	.....	.....	.....	.....	.....	.....	.....	1	.....	15	.....	.....	6	71	1	3505	899
10 31	1	1	16	1	12	2	.....	2	2	38	.....	10	9	100	1	.....	.....
11 57	17	32	16	7	24	5	2	14	59	94	3	40	59	168	8	541	100
12 19	1	13	6	4	4	1	1	10	11	40	1	14	65	59	3	79	79
13 16	3	1	10	2	2	4	1	2	11	18	1	1	12	18	1	147	13
14 211	34	52	82	20	47	18	5	127	167	321	10	217	421	784	25	1701	152
1007	144	363	322	120	247	90	93	555	640	1309	45	998	1348	3298	122	9417	2166
1 136	24	37	34	17	16	9	7	121	60	166	4	144	135	227	12	1016	353
2 14	22	44	41	16	24	11	3	66	66	115	6	69	164	469	4	189	67
3 25	48	56	53	26	53	35	11	186	170	448	24	252	437	1233	25	1085	416
4 8	18	33	28	15	23	12	5	48	76	107	4	61	105	443	3	1112	632
638	104	170	156	74	116	67	26	421	372	836	38	526	841	2372	49	3402	1468
1 94	27	33	16	10	18	22	6	68	76	151	25	86	147	234	15	448	150
2 21	2	10	13	2	3	2	2	9	5	19	3	13	31	98	2	N. R.	45
3 52	13	31	15	6	10	2	2	25	24	2	27	49	86	4	.....	.....	.....
4 39	5	25	14	5	15	7	1	9	35	11	2	20	25	185	3	N. R.	.....
5 33	15	21	.....	2	1	3	1	11	38	11	.....	36	32	81	.....	N. R.	.....
6 31	8	13	5	6	4	2	5	14	18	24	1	21	60	103	4	N. R.	.....
7 40	4	18	6	6	6	2	1	22	24	52	2	29	83	30	2	N. R.	.....
8 37	13	34	7	3	7	4	1	19	25	75	8	74	12	36	.....	N. R.	.....
347	87	185	76	39	64	44	22	174	246	367	43	315	389	803	30	.....	.....
1 78	8	25	22	5	10	6	.....	53	54	44	.....	46	86	246	9	1907	337
1 24	1	13	2	2	5	1	2	6	13	7	2	7	14	69	2	253	50
2 44	2	25	6	1	2	.....	3	11	12	19	1	23	29	34	2	126	41
3 21	1	.....	.....	4	21	3	.....	21	20	52	.....	29	35	70	4	1180	172
4 47	12	23	12	4	4	17	3	31	41	62	1	51	81	311	9	277	115
5 47	15	34	8	9	4	5	4	38	47	66	23	50	111	258	11	N. R.	.....
6 27	8	11	2	4	5	3	1	23	23	12	.....	25	17	70	.....	226	105
7 20	3	13	12	.....	3	.....	3	9	4	29	2	23	56	49	.....	291	49
240	42	117	42	24	44	29	16	139	160	247	29	208	346	861	28	2353	532
1 15	.....	15	.....	1	.....	.....	.....	7	11	21	.....	19	18	39	.....	172	69
2 17	1	3	5	16	4	.....	4	14	2	24	.....	69	42	114	.....	N. R.	.....
.....																	
32	1	38	3	5	17	4	4	21	13	45	.....	88	60	153	.....	.....	.....
1 50	9	15	14	6	18	5	2	43	60	76	2	54	69	227	6	810	79
2 80	18	9	6	5	23	21	5	55	74	147	1	105	184	336	17	N. R.	.....
130	27	24	20	11	44	26	7	98	134	223	3	159	253	563	23	.....	.....

PART II.—Table M.—(Continued.)

THE FREE PUBLIC LIBRARIES

NAMES OF COMMON SCHOOL LIBRARIES.		THE FREE PUBLIC LIBRARIES					VOL-	
		MONIES.					Total number of Volumes in the Library.	History.
		Amount of Local Appropriation for 1855.	Amount of Legislative Apportion- ment for 1855.	Value of Books sent in 1855.	Value of Books sent in 1854.	Total value of Books sent.		
<i>Welland.</i>		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
1	Bertie				82 0 0	82 0 0	636	74
2	Thorold	25 0 0	25 0 0	50 0 0	50 0 0	100 0 0	791	102
	Total	25 0 0	25 0 0	50 0 0	132 0 0	182 0 0	1427	176
<i>Haldimand.</i>								
1	Cayuga, North				200 0 0	200 0 0	1215	214
2	Walpole				100 0 0	100 0 0	793	100
	Total				300 0 0	300 0 0	2008	314
<i>Norfolk.</i>								
1	Townsend				100 0 0	100 0 0	657	182
2	Walsingham				68 0 0	68 0 0	583	99
	Total				168 0 0	168 0 0	1240	281
<i>Oxford.</i>								
1	Blandford	5 0 0	5 0 0	10 0 0	80 0 0	90 0 0	706	97
2	Blenheim				250 0 0	250 0 0	1822	236
3	Dereham				200 0 0	200 0 0	1394	252
4	Norwich				125 0 0	125 0 0	976	189
5	Oxford, North				25 0 0	25 0 0	252	59
6	Oxford, East				93 15 0	93 15 0	816	123
7	Zorra, East	10 0 0	10 0 0	20 0 0	80 0 0	100 0 0	776	132
	Total	15 0 0	15 0 0	30 0 0	853 15 0	883 15 0	6742	1088
<i>Waterloo.</i>								
1	Dumfries, North, No. 17				34 0 0	34 0 0	297	63
2	Waterloo, No. 17				30 0 0	30 0 0	269	80
3	Wilmot				20 0 0	100 0 0	629	76
	Total				20 0 0	164 0 0	1195	219
<i>Wellington.</i>								
1	Eramosa				50 0 0	50 0 0	448	60
2	Guelph, No. 4	3 3 9	3 3 9	6 7 6		6 7 6	65	18
3	Guelph, No. 5	5 12 6	5 12 6	11 5 0	25 0 0	36 5 0	348	31
4	Guelph, No. 6	9 8 9	9 8 9	18 17 6	25 0 0	43 17 6	415	65
5	Guelph, No. 7				25 0 0	25 0 0	195	43
6	Nichol				40 0 0	40 0 0	301	86
7	Puslinch, No. 9				26 0 0	26 0 0	176	63
8	Puslinch, No. 12				40 0 0	40 0 0	336	70
	Total	18 5 0	18 5 0	36 10 0	231 0 0	267 10 0	2284	436
<i>Grey.</i>								
1	Artemesia				50 0 0	50 0 0	495	64
2	Bentlnck and Glenelg, No. 1	5 0 0	5 0 0	10 0 0	20 0 0	30 0 0	214	23
3	St. Vincent				120 0 0	120 0 0	1120	136
4	Sydenham, No. 6				10 0 0	10 0 0	99	25
	Total	5 0 0	5 0 0	10 0 0	200 0 0	210 0 0	1928	218
<i>Perth.</i>								
1	Blanchard				100 0 0	100 0 0	689	132
2	Blanchard, No. 7				25 0 0	25 0 0	154	74
3	Downie				60 0 0	60 0 0	506	105
4	Downie and Ellice, No. 2	5 5 0	5 5 0	10 10 0		10 10 0	110	13
5	Easthope, North				100 0 0	100 0 0	758	155
6	Fullarton				62 0 0	62 0 0	488	119
7	Logan				50 0 0	50 0 0	530	51
8	Easthope, North, No. 1	10 0 0	10 0 0	20 0 0		20 0 0	224	51
	Total	15 5 0	15 5 0	30 10 0	397 0 0	427 10 0	3459	700

OF UPPER CANADA, 1855.

PART II.—Table M.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

U M E S .																	MISCELLANEOUS INFORMATION.	
	Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Tales, Sketches, &c.	Teachers' Library.	No. of times vols. taken out.	No. of inhabitants reading.
1	60	12	14	5	7	5	4	5	31	56	73	2	20	76	174	9	412	389
2	55	14	21	16	2	6	4	3	35	30	79	2	68	60	278	10	N.	R.
	115	26	35	21	15	11	8	8	66	86	152	4	97	136	452	19		
1	96	17	24	13	10	20	20	6	61	70	177	13	121	196	139	18	N.	R.
2	47	7	29	19	1	15	1	2	35	19	135	1	44	112	220	6	N.	R.
	143	24	53	32	11	35	21	8	96	89	312	14	165	308	359	24		
1	57	8	29	17	5	3	5	4	40	23	97	8	52	80	44	3	N.	R.
2	48	6	27	11	5	3	4	3	16	22	39	2	39	41	214	4	374	290
	105	14	56	28	10	6	9	7	56	45	136	10	91	121	258	7		
1	24	6	25	23	6	11	4	5	17	12	100	3	77	67	221	8	N.	R.
2	126	26	35	29	12	33	21	4	137	128	182	19	105	178	561	9	2437	536
3	107	28	34	31	16	27	10	7	69	89	139	19	101	200	256	9	N.	R.
4	98	20	30	24	9	9	9	5	66	66	91	33	53	85	180	9	N.	R.
5	36	4	23	4	4	3	2	2	8	14	9	1	24	23	34	2	176	N. R.
6	79	16	37	13	4	13	7	4	72	60	59	1	39	65	221	3	243	129
7	52	5	23	17	6	9	5	7	29	12	64	3	80	107	217	8	N.	R.
	522	105	207	141	57	105	58	34	398	381	644	60	479	725	1690	48		
1	17	5	26	26	6	5	2	3	13	2	26	1	17	44	36	5	489	94
2	18	1	7	1	1	1	1	1	14	19	24	1	29	16	59		N.	R.
3	42	5	19	14	5	6	2	5	44	16	74	2	37	40	184	58	N.	R.
	77	11	52	41	12	11	4	8	71	37	124	3	83	100	279	63		
1	45	8	18	15	5	5	4	3	16	8	21	1	38	19	177	5	440	94
2	3	1	8	2	2	1	1	3	3	2	5			8	13	1		
3	16	1	7	2	2	4	3		22	13	30		26	23	167	1	1464	123
4	27	12	4	2	1	7		1	22	19	31		41	19	162	2		
5	15		10	14	2	2			8	2	12		1	25	24	3		
6	46	5	1	15	7	4	4	4	19	11	11		15	36	32	5	183	67
7	13	6	1	5	5	3	2	2	7		21		20	24		4	80	81
8	29	10	12	6	3	2	1	3	10	12	19	1	29	54	71	4	210	50
	194	43	61	59	27	28	14	13	107	67	150	3	194	207	656	25	2377	365
1	31	7	14	13	4	14	2	1	36	22	17	2	20	36	210	2	N.	R.
2	47	2	5	1	4	5	1	2	14	11	35	1	31	16	14	2	135	67
3	55	11	33	2	6	2	5	3	59	40	47	2	65	72	570	12	N.	R.
4	8		3	3	2	1		1	5	5	4		16	12	17		70	46
	141	20	52	19	16	22	8	7	114	78	103	5	132	136	811	16		
1	61	9	12	18	7	8	5	4	18	25	81	3	65	112	124	5	N.	R.
2	11	2		12	2		1		7	2	10	3	3	3	22	2	100	40
3	32	3	21	12	4	3	5	6	34	22	30		39	50	140		N.	R.
4								1	1	2	13		31	6	41	2	N.	R.
5	95	19	39	13	6	20	8	2	46	64	78	4	46	77	72	14	N.	R.
6	53	16	33	14	3	16	7	3	25	52	46	4	23	47	22	5	260	121
7	27	4	13	4	5	3	1	1	19	16	22	1	12	44	305	2	N.	R.
8	12	1	3	2	1	3			1	4	30		28	24	64		N.	R.
	291	54	121	75	28	53	27	17	151	187	310	15	217	363	790	30		

PART II.—Table M —(Continued.)

THE FREE PUBLIC LIBRARIES

NAMES OF COMMON SCHOOL LIBRARIES.		THE FREE PUBLIC LIBRARIES					VOL.	
		MONIES.					Total number of Volumes in the Library.	History.
		Amount of Local Appropriation for 1855.	Amount of Legislative Apportion- ment for 1855.	Value of Books sent in 1855.	Value of Books sent in 1854.	Total Value of Books sent.		
<i>Huron.</i>		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
1	Biddulph.....				100 0 0	100 0 0	810	141
2	Colborne.....				48 0 0	48 0 0	453	58
3	Goderich, No. 5.....	3 5 0	3 5 0	6 10 0	25 0 0	31 10 0	283	67
4	Morris South.....				3 10 0	3 10 0	44	11
5	Stephen.....				80 0 0	80 0 0	656	99
6	Usborne, No. 2.....				15 0 0	15 0 0	171	30
Total.....		3 5 0	3 5 0	6 10 0	271 10 0	278 0 0	2417	406
<i>Middlesex.</i>								
1	Adelaide.....				100 0 0	100 0 0	702	125
2	Delaware.....				60 0 0	60 0 0	496	82
3	Dorchester North.....				100 0 0	100 0 0	784	164
4	Dorchester North and West- minster, Nos. 6 and 10.....				24 0 0	24 0 0	241	46
5	Ektrid.....	9 10 0	9 10 0	19 0 0		19 0 0	197	21
6	London.....				100 0 0	100 0 0	753	144
7	Missouri West.....				100 0 0	100 0 0	915	164
8	Westminster, No. 5.....	2 10 0	2 10 0	5 0 0	8 0 0	13 0 0	144	13
9	Williams.....	5 0 0	5 0 0	10 0 0	80 0 0	90 0 0	656	146
Total.....		17 0 0	17 0 0	34 0 0	572 0 0	606 0 0	4858	905
<i>Elgin.</i>								
1	Elgin.....	15 8 5	15 8 5	30 16 10		30 16 10	163	22
2	Southwold.....				150 0 0	150 0 0	1096	210
3	Southwold, No. 12.....				16 17 9	16 17 9	181	14
4	Southwold, No. 13.....	2 15 0	2 15 0	5 10 0	16 10 0	22 0 0	194	48
Total.....		18 3 5	18 3 5	36 6 10	183 7 9	219 14 7	1634	294
<i>Kent.</i>								
1	Camden and Zone.....	50 0 0	50 0 0	100 0 0		100 0 0	684	167
2	Dover East and West.....				60 0 0	60 0 0	516	62
3	Harwich.....				225 0 0	225 0 0	1847	422
4	Howard, No. 13.....				24 0 0	24 0 0	230	45
5	Howard and Harwich, No. 12.....	12 7 6	12 7 6	24 15 0		24 15 0	237	34
6	Romney, No. 3.....				10 0 0	10 0 0	113	29
7	Tilbury East.....				50 0 0	50 0 0	417	55
Total.....		62 7 6	62 7 6	124 15 0	369 0 0	493 15 0	4044	814
<i>Lambton.</i>								
1	Plympton.....				100 0 0	100 0 0	802	138
2	Plympton, No. 8.....				7 10 0	7 10 0	78	28
3	Sarnia, No. 4.....				50 0 0	50 0 0	485	93
4	Sarnia, No. 10.....				5 15 10	5 15 10	78	6
Total.....					163 5 10	163 5 10	1443	265
<i>Essex.</i>								
1	Anderdon, Nos. 1 and 4.....	12 10 0	12 10 0	25 0 0		25 0 0	195	72
2	Colchester.....				200 0 0	200 0 0	1391	243
3	Gosfield.....	6 5 0	6 5 0	12 10 0	50 0 0	62 10 0	583	131
Total.....		18 15 0	18 15 0	37 10 0	250 0 0	287 10 0	2169	446

OF UPPER CANADA, 1855.

PART II.—Table M.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

VOLUMES.																	MISCELLANEOUS INFORMATION.	
	Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Tales, Sketches, &c.	Teachers' Library.	No. of times vols. taken out.	No. of inhabitants reading.
1	64	21	36	7	6	21	8	4	46	48	67	4	85	85	163	4	N. R.	N. R.
2	38	7	11	16	5	5	3	4	18	10	35	1	24	45	170	3	364	140
3	17		11	3	3	4		1	5	8	9		28	24	101	2	162	52
4	5	1								4			2	17	3	1	N. R.	N. R.
5	49	7	23	3	4	4	3	4	20	20	56	3	51	69	233	8	N. R.	N. R.
6	22	1	13	1	2	1			12	9	12	1	8	17	39	3	90	41
	195	37	94	30	20	35	14	13	101	99	179	9	198	257	709	21		
1	48	18	25	14	5	6	6	3	36	29	93	4	42	73	171	4	382	150
2	22	4	13	14	4	7	5	4	22	13	39		25	55	184	3	N. R.	N. R.
3	69	8	26	20	9	5	2	25	34	71	53	22	68	192	9	7	N. R.	N. R.
4	17	2	13	2	2	5		3	7	3	12		4	13	109	3	200	71
5	14				1				27	4	6			12	110	2	N. R.	N. R.
6	61	8	27	14	10	19	4	6	39	45	47	9	63	119	132	6	N. R.	N. R.
7	82	19	33	19	7	13	6	5	51	47	60		88	120	196	5	N. R.	N. R.
8	9	2	7	1					5	2	2		24	17	29	2	N. R.	N. R.
9	40	11	28	28	18	9	18	5	65	32	68	5	38	55	80	10	N. R.	N. R.
	362	72	172	112	56	64	42	51	286	246	380	40	352	656	1020	42		
1	33		3	20	9	31	11	3		6	15					10	N. R.	N. R.
2	94	17	23	28	9	10	11	6	50	40	116	6	57	124	279	16	N. R.	N. R.
3	21	7	13	3	2	1	1	1	5	4	11	1	18	30	44	2	N. R.	N. R.
4	22	5	11	13	1	6	3	1	6	4	5	2	3	6	56	2	N. R.	N. R.
	173	29	50	64	21	48	26	11	61	54	147	9	78	160	379	30		
1	44	7	18	2	7	30	3	2	39	27	69	2	48	74	126	19	N. R.	N. R.
2	49	4	9	5	4	3	3	4	21	27	46	2	24	43	204	3	N. R.	N. R.
3	152	32	52	48	23	66	62	26	162	66	52	1	193	121	357	12	420	193
4	13	2	5	11	3	4	1	1	5	4	5		20	20	88	3	N. R.	N. R.
5	15	1	13	1	1	2	1	2	26	8	15		43	20	52	3	150	39
6	22	3	8			1		1	4	3	1		18	3	19		50	7
7	41	3	11	12	2	6	3	1	14	9	37	2	28	40	151	2	N. R.	N. R.
	336	52	116	80	40	112	73	37	274	144	225	7	374	321	997	42		
1	85	19	34	22	7	27	9	4	45	63	52		60	73	163	1	1104	215
2	13			12			1	2	5	2	1	1	2	4	7			
3	36	4	22	6	2	2	2	2	18	21	9		42	51	163	4	960	100
4	17	2		12	1	1		2	4		4	1	11	17	11	2		
	151	25	56	48	14	30	10	10	72	86	66	2	112	145	344	7	2064	315
1	23	4	5		2	3	2	1	7	5	7	6	4	29	22	3	193	63
2	106	27	37	16	12	22	15	7	61	73	148	5	118	167	314	17	N. R.	214
3	27		5	6	1	9			23	19	34	6	67	29	215	4	N. R.	N. R.
	159	38	47	22	15	34	17	8	91	97	189	17	189	225	551	24		

PART II.—Table M.—(Continued.)

THE FREE PUBLIC LIBRARIES

THE FREE PUBLIC LIBRARIES											
COUNTIES.	M O N I E S .					V O L .					
	Amount of Local Appropriation for 1855.	Amount of Legislative Apportionment for 1855.	Value of Books sent in 1855.	Value of Books sent in 1854.	Total Value of Books sent.	No. of Libraries, exclusive of sub-divisions.	Total number of Volumes in library.	History.	Zoology.	Botany.	Natural Phenomena.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.						
<i>Counties.</i>											
1 Glengarry.....					50 0 0	1	454	40	21	2	1
2 Stormont.....					140 0 0	2	1144	170	92	17	49
3 Dundas.....					200 0 0	1	1401	216	88	17	35
4 Prescott.....					223 0 0	3	1752	339	127	27	63
5 Russell.....					20 0 0	1	184	56	22	2	22
6 Carleton.....	3 0 0	3 0 0	6 0 0	310 0 0	316 0 0	5	2692	577	157	37	106
7 Grenville.....	25 0 0	25 0 0	50 0 0	124 0 0	174 0 0	3	1444	234	106	21	58
8 Leeds.....	2 10 6	2 10 6	5 1 0	75 0 0	80 1 0	3	620	95	71	7	12
9 Lanark.....	40 0 0	40 0 0	80 0 0	450 0 0	530 0 0	5	4124	807	316	45	115
10 Renfrew.....	4 0 0	4 0 0	8 0 0	196 7 5	204 7 5	5	1709	362	168	20	66
11 Frontenac.....				60 0 0	60 0 0	1	572	124	74	12	32
12 Addington.....											
13 Lennox.....				180 0 0	180 0 0	2	1556	235	151	33	66
14 Prince Edward.....				300 0 0	300 0 0	2	2192	345	172	29	48
15 Hastings.....				300 0 0	300 0 0	2	2338	388	178	30	67
16 Northumberland.....				920 0 0	920 0 0	5	7344	961	522	88	185
17 Durham.....	4 18 11	4 18 11	9 17 10	200 0 0	209 17 10	3	1626	275	189	25	63
18 Peterborough.....	8 0 0	8 0 0	16 0 0	220 10 0	236 10 0	6	2010	394	190	30	108
19 Victoria.....											
20 Ontario.....	346 0 0	346 0 0	692 0 0	1233 0 0	925 0 0	8	6372	1212	572	89	133
21 York.....	21 17 6	21 17 6	81 5 1	1598 11 2	1679 16 3	14	12802	2092	1007	144	363
22 Peel.....				1130 0 0	1130 0 0	4	8019	1213	638	104	170
23 Simcoe.....	30 0 0	30 0 0	60 0 0	463 10 0	523 10 0	8	4040	809	347	87	185
24 Halton.....				100 0 0	100 0 0	1	849	155	78	8	25
25 Wentworth.....	50 0 0	50 0 0	100 0 0	255 0 0	355 0 0	7	2949	377	240	42	117
26 Brant.....	11 5 0	11 5 0	22 10 0	60 0 0	82 10 0	2	620	136	32	1	38
27 Lincoln.....	90 0 0	90 0 0	180 0 0	100 0 0	280 0 0	2	2032	287	130	27	24
28 Welland.....	25 0 0	25 0 0	50 0 0	132 0 0	182 0 0	2	1427	176	115	26	35
29 Haldimand.....				300 0 0	300 0 0	2	2008	314	143	24	53
30 Norfolk.....				168 0 0	168 0 0	2	1240	281	105	14	56
31 Oxford.....	15 0 0	15 0 0	30 0 0	853 15 0	883 15 0	7	6742	1088	522	105	207
32 Waterloo.....				20 0 0	144 0 0	3	1195	219	77	11	52
33 Wellington.....	18 5 0	18 5 0	36 10 0	231 0 0	267 10 0	6	2284	436	194	43	61
34 Grey.....	5 0 0	5 0 0	10 0 0	200 0 0	210 0 0	4	1928	248	141	20	52
35 Perth.....	15 5 0	15 5 0	30 10 0	397 0 0	427 10 0	8	3459	700	291	54	121
36 Huron.....	3 5 0	3 5 0	6 10 0	271 10 0	278 0 0	6	2417	406	195	37	94
37 Bruce.....											
38 Middlesex.....	17 0 0	17 0 0	34 0 0	572 0 0	606 0 0	9	4858	905	362	72	172
39 Elgin.....	18 3 5	18 3 5	36 6 10	183 7 9	219 14 7	4	1634	294	173	29	50
40 Kent.....	62 7 6	62 7 6	124 15 0	389 0 0	493 15 0	7	4044	814	336	52	116
41 Lambton.....				163 5 10	163 5 10	4	1443	265	151	25	66
42 Essex.....	18 15 0	18 15 0	37 10 0	250 0 0	287 10 0	3	2169	446	159	38	47
Total for Counties	834 12 10	834 12 10	1726 15 9	2143 17 2	13870 12 11	165	107693	18491	8552	1494	3323

For General Summary, see pages 184-5.

OF UPPER CANADA, 1855.

PART II.—Table M.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

U M E S .

T M E S .																MIS-CELLANEOUS.	LIBRA-RIES.	LIBRA-RIES.	LIBRA-RIES, as per foregoing.	PUBLIC LIBRA-RIES IN UPPER CANADA.																					
Physical Science.																Applications for books during year.	No. of applicants for books.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	2	3	4	5	6</																																				

[Carried over to next page.]

PART II.—Table M.—(Summary.)

THE FREE PUBLIC LIBRARIES

CITIES, TOWNS, TOWN MUNICIPALITIES, VILLAGES, AND NAMES OF COMMON SCHOOL LIBRARIES.		THE FREE PUBLIC LIBRARIES										
		MONIES.					VOL.					
		Amount of Local Appropri- ation for 1855.	Amount of Legislative Apportion- ment for 1855.	Value of Books sent in 1855.	Value of Books sent in 1854.	Total Value of Books sent.	No. of Librari- es, exclu- sive of sub-divisions.	Total number of Volumes in library.	History.	Zoology.	Botany.	Natural Photo- monia.
	<i>Cities.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.						
1	Toronto.....						1	1705	282	151	32	35
2	Hamilton.....	25 10 0	25 10 0	15 0 0	250 0 0	205 0 0	1	1829	287	115	26	33
3	Kingston.....	150 0 0	150 0 0	300 0 0		300 0 0						
4	London.....											
5	Ottawa.....											
	<i>Towns.</i>											
1	Belleville.....											
2	Brantford.....											
3	Brookville.....											
4	Chatham.....											
5	Cobourg.....	12 10 0	12 10 0	25 0 0	100 0 0	125 0 0	1	827	155	56	13	30
6	Cornwall.....	25 0 0	25 0 0	50 0 0		50 0 0	1	378	87	27	6	22
7	Dundas.....											
8	Godfrich.....											
9	Niagara.....											
10	Perth.....											
11	Peterborough.....											
12	Pictou.....											
13	Port Hope.....											
14	Prescott.....											
15	St. Catharines.....											
16	Whitby.....											
	<i>Town Municipalities.</i>											
1	Amherstburgh.....											
2	Barns.....				50 0 0	50 0 0	1	266	66	21	8	17
3	Guelph.....											
4	Simcoe.....	75 0 0	75 0 0	150 0 0		150 0 0	1	751	186	44	10	24
5	Woodstock.....											
	<i>Villages.</i>											
1	Berlin.....				49 17 6	49 17 6	1	325	54	29	2	12
2	Bowmanville.....											
3	Brampton.....				50 0 0	50 0 0	1	413	92	21	2	10
4	Caledonia.....											
5	Chippewa.....											
6	Galt.....				50 0 0	50 0 0	1	280	88	28	7	...
7	Ingersoll.....	20 0 0	20 0 0	40 0 0	58 16 6	98 16 6	1	681	122	45	8	29
8	Napanee.....											
9	Oshawa.....	50 0 0	50 0 0	100 0 0		100 0 0	1	627	105	43	5	19
10	Paris.....				40 0 0	40 0 0	1	296	50	36	7	20
11	Preston.....				51 10 0	51 10 0	1	297	59	35	4	16
12	St. Marys.....											
13	St. Thomas.....											
14	Smith's Falls.....	25 0 0	25 0 0	50 0 0		50 0 0	1	394	45	28	6	20
15	Stratford.....											
16	Thorold.....											
17	Trenton.....											
18	Vienna.....											
19	Windsor.....											
20	Yorkville.....											
	Total.....	1217 12 10†	1217 12 10	2486 15 9	12844 1 2	15330 16 11	17*	11760	20169	9226	1630	3615
	Chatham Mech. Institute.....			65 0 0		65 0 0		518	90	14		12
	Guelph Mech. Institute.....			30 1 11		30 1 11		143	3	2	1	...
	Ingersoll Sabbath School.....			12 0 0		12 0 0		42	7	3	1	...
	Total.....	1217 12 10	1217 12 10	2593 17 8	12844 1 2	15437 18 1	70*	117260	20208	9251	1630	3627
	Total for 1855.....	1217 12 10†	1217 12 10	2486 15 9		15330 16 11‡		116762	20169	9226	1630	3615
	Total for 1854.....	6480 14 10	6415 14 10	12944 1 2		12844 1 2		100164	17342	7953	1421	3206
	Increase.....					2486 15 9		16598	2827	1873	109	409
	Decrease.....	5273 2 0	5298 2 0	10357 5 5								

* 179 Common School Libraries, sub-divided into 509 Libraries at least.

† In addition to the above, the sum of £113 9 9 was expended for book-cases and the salaries of librarians.

‡ This is the total amount for 1856 and 1855.

OF UPPER CANADA, 1855.

PART II.—Table M.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.														SUNDAY SCHOOL LIBRARIES.		OTHER PUBLIC LIBRARIES.		COMMON SCHOOL LIBRARIES, as per foregoing.		TOTAL SCHOOL AND PUBLIC LIBRARIES IN UPPER CANADA.					
UNIVERS.														MISCELLANEOUS.											
Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages.	Biography.	Tales, Sketches, &c.	Teachers' Libraries.	Applications for books during yr.	No of applicants for books.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	
1	48	25	37	21	5	30	68	20	5	147	170	404	23	6147	N.R.	10	6000	5	7000					15	13000
2	41	10	31	4	2	11	111	230	5	137	270	473	25	N.R.	N.R.	12	3250	4	5250	1	1705			12	10235
3																	2	1505	1	1829			15	6334	
4																	2	200					2	200	
5																	1	30					1	30	
1																5	1800	1	900					6	2700
2																6	3000	1	1200					7	4200
3																6	1500	2	800					8	2300
4																1	275	2	373					3	335
5	21	2	3	6	3	19	6	113	3	71	110	110	18	2600	N.R.	7	1400	1	70	1	827	9	2297		
6	7	4	5	2	1	10	18	37	3	30	40	73	6	1200	105		4	3000	2	600			6	3600	
7																7	1000	1	800					8	1800
8																4	800	1	500					5	1300
9																4	3000	2	600					6	3600
10																		1	600					1	600
11																3	1400	1	400					4	1800
12																4	600	3	780					7	1380
13																5	1350	1	450					6	2000
14																5	600	1	100					6	700
15																6	779	2	980					8	1750
16																3	350							3	350
1																4	600	1	300	1	266			6	1166
2	5	2	2	6			18	41		8	18	51		N.R.	N.R.	2	450	1	57					3	507
3																6	1000	1	400					7	1400
4	11	5	5	4	2	17	15	147	6	92	81	92	7	200	125	4	700	1	200	1	751			6	1651
5																6	1200	1	800					7	2000
1																1	100			1	325			2	425
2																8	800	1	500					9	1390
3	14	6	6	4	2	14	18	36	1	24	24	137	4	1045	N.R.	4	400	1	100	1	413			6	913
4																4	600	1	220					5	820
5																2	818							2	818
6	9	7	6	1		9	39	47	2	18	11	12	1	N.R.	N.R.	6	600	2	1000	1	280			9	1880
7	19	5	6	5	2	17	41	86	11	59	84	134	8	886	88	4	900			1	681			5	1581
8																									
9	10	8	9	14	1	8	23	107	3	22	60	172	9	2080	200	2	200	1	450	1	627			4	1277
10	6	9	3	2	2	5	36	14	3	32	37	39	4	1292	185	5	700	1	800	1	296			7	1796
11	24	3	6	1		5	4	78	1	15	8	30	8	N.R.	N.R.			1	400	1	297			2	697
12																2	240							2	240
13																4	700	1	1000					5	1700
14	14	7	25	18	1	5	13	39		33	50	82	10	498	63	2	600	2	950	1	394			5	1944
15																1	350	1	500					2	850
16																2	800	1	300					3	1100
17																		1	300					1	300
18																1	600							1	600
19																1	100	1	125					2	225
20																3	910	1	628					4	1538
	2553	1074	1843	977	591	5507	5633	10975	705	3367	30379	30379	1222			1330	196517	217	72692	179	116762	172		385971	
2		4	4	2			14	94	4	34	30	6	3												
2		1			1	6	4	26	1	10	30	15	3												
										2	9	22													
	2559	1079	1847	979	592	5513	5671	11095	710	3413	12343	30422	1228												
2553	1071	1843	978	591	5507	5653	10975	705	3367	12274	30379	1222	imperf.	1830	196517	217	72692	179	116762	172		385971			
2137	922	1543	810	559	5443	4976	9029	641	3928	10449	26485	912	report.	1010	166016	197	58236	164	100164	1371		324416			
418	152	237	167	32	659	677	1946	64	1439	1825	3891	310			320	30501	20	14456	15	16598	335		61555		

Mem.—Sunday School Libraries were much more fully reported for 1855 than formerly, which accounts for the apparently large increase.

PART II.—Table N.

THE GRAMMAR AND COMMON SCHOOLS

				MAPS AND APPARATUS							
MUNICIPALITIES				MAPS							
AND				Local Contribu- tion.	Legislative Apportion- ment.	Total.	The World.	Europe.	Asia.	Africa.	America.
SCHOOL SECTIONS.											
				\$ c.	\$ c.	\$ c.					
<i>Prescott:</i>											
Hawkesbury, East, No. 8				10 0	10 0	20 0	1	1	1	...	1
<i>Carleton:</i>											
Gloucester, No. 8				12 0	12 0	24 0	1	1	1	1	1
<i>Grenville:</i>											
Edwardsburgh, No. 3.....				5 0	5 0	10 0	...	...	...	...	...
<i>Leeds:</i>											
Bastard, No. 10				6 25	6 25	12 50	1	1	...	...	...
Kitley and Elmsley, U. S. S., No. 1 ...				5 54	5 54	11 8	1	...	...	...	...
Leeds, No. 11				5 0	5 0	10 0	1	1	...	...	1
<i>Lanark:</i>											
Pakenham, No. 1				16 0	16 0	32 0	1	1	1	1	...
<i>Frontenac:</i>											
Kingston, No. 1				20 0	20 0	40 0	1	1	1	1	1
<i>Lennox:</i>											
Fredericksburgh, No. 4... ..				23 12½	23 12½	46 25	1	1	1	1	1
Richmond, No. 5				6 4	6 4	12 8	1	1	1	1	1
<i>Hastings:</i>											
Hungerford, No. 8				5 0	5 0	10 0	1	1	1	1	1
Rawdon, No. 10				10 44	10 44	20 88	1	1	1	1	1
Thurlow, No. 12				17 0	17 0	34 0	...	...	...	...	...
<i>Northumberland:</i>											
Brighton, No. 1				10 0	10 0	20 0	1	1	1	1	1
Brighton, No. 5				5 0	5 0	10 0	1	...	...	...	...
Cramahe, No. 20				5 75	5 75	11 50	1	...	...	...	...
Haldimand, No. 14				6 0	6 0	12 0	...	1	1	1	1
Hamilton, No. 2				11 25	11 25	22 50	1	1	1	1	1
Monaghan, South, No. 3				7 0	7 0	14 0	1	1	1	1	...
Monaghan, South, No. 4				10 19	10 18½	20 37½	1	1	...	...	...
<i>Durham:</i>											
Cartwright, No. 1... ..				5 0	5 0	10 0	1	1	...	...	...
Cavan, No. 3				6 37½	6 37½	12 75	...	1	...	...	...
Cavan, No. 5				12 0	12 0	24 0	1	1	1	1	1
Clarke, No. 4				5 0	5 0	10 0	...	1	1	...	...
Clarke, No. 22				18 60	18 60	37 20	1	1	1	1	1
Darlington, No. 4... ..				9 0	9 0	18 0	1	1	1	1	...
Darlington, No. 12				8 0	8 0	16 0	1	1	...	...	...
Darlington, No. 17				18 82½	18 82½	37 65	...	...	...	...	1
Darlington, No. 17				6 6	6 6	12 12	...	1	1	1	1
Hope, No. 7				12 2	12 2	24 4	1	1	1	1	1
Mauvers, No. 5				6 25	6 25	12 50	1	1	1	1	1
<i>Peterborough:</i>											
Monaghan, North, No. 1				8 50	8 50	17 0	1	1	1	...	1
Monaghan, North, No. 3				6 37½	6 37½	12 75	...	1	...	...	...
<i>Victoria:</i>											
Mariposa, No. 15				7 62½	7 62½	15 25	...	1	...	...	1
Ops, No. 6				28 75	28 75	57 50	1	1	1	1	1
Ops, No. 6				7 44	7 43½	14 87½	1	...	1	1	1
<i>Ontario:</i>											
Mara and Rama				5 0	5 0	10 0	3	...	...	...	...
Mara and Rama				5 0	5 0	10 0	4	...	...	...	...
Pickering, No. 3				15 75	15 75	31 50	...	1	1	1	1
Pickering, No. 4				26 81½	26 81½	53 63	...	...	...	...	...
Pickering, No. 7				5 75	5 75	11 50	1	1	...	...	...
Pickering, No. 16... ..				6 25	6 25	12 50	1	1	...	...	1
Whitby, No. 4				15 75	15 75	31 50	...	...	...	...	...
Whitby, No. 13.....				17 87½	17 87½	35 75	1	1	1	1	1
<i>York:</i>											
Etobicoke, No. 1				7 75	7 75	15 50	1	1	1	1	1
Georgina, No. 1... ..				15 75	15 75	31 50	...	2	1	...	...
Georgina, No. 2... ..				5 6	5 6	10 12	...	1	1	...	...
King, No. 4... ..				10 50	10 50	21 0	...	...	...	...	...
Markham, No. 17... ..				19 0	19 0	38 0	...	2	2	2	2
Scarboro', No. 5				9 0	9 0	18 0	...	1	1	1	1
Scarboro', No. 8				9 50	9 50	19 0	...	1	1	1	1
Vaughan, No. 7... ..				8 0	8 0	16 0	...	...	...	...	...
Vaughan, No. 12				15 25	15 25	30 50	...	...	...	...	...
Vaughan, No. 16				22 87½	22 87½	45 75	...	...	...	...	...
Whitechurch, No. 1				15 0	15 0	30 0	...	...	...	...	...
Whitechurch, No. 2				20 77½	20 77½	41 55	1	1	1	1	1
York, No. 2				12 3½	12 3½	24 7	...	...	...	...	...
York, No. 4				4 75	4 75	9 50	...	...	...	...	...
York, No. 13				5 52	5 52	11 4	...	1	1	1	1
York, No. 17				16 67½	16 67½	33 35	...	...	...	...	...
York, No. 18				8 25	8 25	16 50	1	1	1	1	1

OF UPPER CANADA, 1855.

PART II.—Table N.

SUPPLIED BY THE EDUCATION DEPARTMENT.

OF—				APPARATUS.							OBJECT AND TABLET LESSONS.						Various articles.
Canada.	British Isles.	Classical Maps.	Other Maps.	Globes.	Electric sets of Holbrook's Apparatus.	Orreeries.	Tellurians.	Numeral Frames.	Geometrical Forms & Solids.	Other Apparatus.	Natural History.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints &c.	
1	...	1	1	...	...	...	...	1	...	...	1	...	...	1	1	4	.....
...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
1	...	...	...	1	...	...	...	...	1	...	2	1	...	2	1	1	.....
1	...	...	1	...	...	...	...	...	...	...	1	...	...	1	...	...	.....
1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	1	...	.....
1	...	...	1	1	...	...	1	...	...	...	...	...	...	...	2	...	.....
1	1	...	3	1	...	...	1	1	1	2	...	...	...	2	6	2	1
1	...	...	1	...	1	...	...	...	...	...	1	1	...	...	1	1	.....
1	...	...	1	...	...	...	...	...	...	...	1	1	...	...	1	...	.....
...	1	...	2	1	...	...	...	...	...	...	...	...	...	...	1	1	.....
1	...	...	1	...	...	...	...	...	...	...	1	...	...	...	1	1	.....
1	...	...	1	...	...	...	...	...	...	...	1	1	...	1	...	...	.....
1	...	...	1	...	...	...	...	...	...	...	1	...	...	1	2	...	2
...	3	...	...	1	...	...	...	...	...	...	...	...	...	1	...	3	.....
1	...	...	...	1	...	...	...	1	1	...	1	...	...	1	...	...	.....
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
1	...	...	6	1	...	...	...	1	...	...	1	...	...	2	1	3	.....
1	...	...	1	...	...	...	...	...	...	...	2	...	...	2	1	8	.....
1	1	...	2	1	...	1	...	1	1	...	1	...	...	1	1	1	.....
1	...	...	2	...	...	...	...	...	...	...	1	...	...	2	...	...	.....
...	...	...	6	...	...	1	...	1	...	1	2	2	...	2	1	8	1
1	...	1	...	1	...	...	1	...	...	1	...	...	...	...	1	2	1
1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	.....
...	...	...	6	1	...	...	...	1	...	...	1	...	...	...	2	...	.....
1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	.....
1	...	...	...	...	...	...	...	...	...	...	2	1	...	...	1	1	5
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	1	2	...	...	...	...	...	...	...	...	...	...	...	1	.....
2	1	...	4	2	1	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	4	.....
...	...	...	9	1	...	...	...	...	...	1	...	...	...	...	...	...	1
...	1	...	7	...	...	...	...	...	...	...	1	...	...	...	1	...	.....
1	1	1	...	1	...	...	1	1	1	1	...	...	...	1	...	...	1
1	...	...	1	...	1	...	...	...	...	1	...	...	...	...	...	4	1
1	...	2	1	1	...	...	...	...	1	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	1	...	1	...	...	...	...	...	...	...	1	...	...	...	...	...	.....
...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	3	.....
...	4	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	22	1	1	...	...	...	...	...	...	...	...	...	...	2	.....
1	...	...	1	1	1	...	...	...	...	...	...	...	...	1	1	6	1
...	...	...	1	...	...	...	1	1	1	5	3	2	...	1	1	1	2
...	3	...	1	...	...	...	...	...	...	...	1	...	...	1	...	...	.....
1	...	...	15	...	...	...	...	...	...	1	...	...	...	1	...	...	1

PART II.—Table N.—(Continued.)

THE COMMON AND GRAMMAR SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.				MAPS AND APPARATUS										
				Local Contribu- tion.	Legislative Apportion- ment.	Total.	MAPS							
							The World.	Europe.	Asia.	Africa.	America.			
				\$	C.	\$	C.	\$	C.					
<i>Peel:</i>														
Albion, No. 3				12	0	12	0	24	0	1	1	1	1	1
Albion, No. 6				10	0	10	0	20	0	...	...	...	...	...
Albion, No. 10				5	20	5	20	10	40	1	1	...	...	...
Chinguacousy, No. 7				6	50	6	50	13	0	1	1	1	1	1
Chinguacousy, No. 12				5	12½	5	12½	10	25	1	1	1	...	1
Chinguacousy, No. 16				16	50	16	50	33	0	1	1	1	1	1
<i>Simcoe:</i>														
Essa, No. 6				7	33½	7	33½	14	67	1	1	1	...	...
Gwillimbury, West, No. 15				6	72½	6	72½	13	45	1	1	...	1	1
Nottawasaga, No.				12	20	12	20	24	40	1	1	1	1	1
Nottawasaga, No. 11				45	23½	45	23½	90	47	1	1	1	1	1
Orillia, No. 1				11	29	11	29	22	58	1	1	1	...	1
Vespra, No. 2				15	50	15	50	31	0	1	1	1	1	1
<i>Halton:</i>														
Esquering and Nassagaweya, U. S. S., No. 1				22	0	22	0	44	0	...	...	...	...	...
Esquering, No. 7				15	0	15	0	30	0	...	1	1	1	1
Esquering, No. 10				12	12½	12	12½	24	25	...	...	...	...	...
Esquering, No. 16				9	85	9	85	19	70	1	1	1	1	1
Nelson, No. 10				6	2½	6	2½	12	5	1	1	1	1	...
Trafalgar, No. 3				14	49	14	49	28	98	...	...	1	1	...
Trafalgar and Esquering, U. S.				11	18½	11	18½	22	37	1	1	1	1	1
<i>Wentworth:</i>														
Ancaster, No. 2				11	0	11	0	22	0	1	1	1	1	1
Ancaster, No. 8				9	25	9	25	18	50	1	1	1	1	1
Beverly, No. 14				15	0	15	0	30	0	...	1	1	1	1
Flamboro', East, No. 2				17	0	17	0	34	0	1	1	1	...	1
Glansford, No. 3				14	37½	14	37½	28	75	...	...	...	...	...
Saltfleet, No. 8				14	0	14	0	28	0	...	1	1	1	1
Saltfleet, No. 10				18	25	18	25	36	50	1	1	...	1	1
Oakville Grammar School				69	49	69	49	138	98	1	1	1	1	1
<i>Brant:</i>														
Brantford, No. 9				5	96	5	96	11	92	...	...	...	...	...
Brantford, No. 16				15	50	15	50	31	0	1	1	1	1	1
Brantford, No. 22				12	0	12	0	24	0	...	1	1	1	1
<i>Lincoln:</i>														
Gainsboro', No. 1				6	0	6	0	12	0	1	1	...	...	1
Gainsboro', No. 6				5	0	5	0	10	0	1	1	...	...	...
<i>Welland:</i>														
Stamford, No. 4				13	81½	13	81½	27	63	...	...	...	...	...
Thorold, No. 4				11	19	11	19	22	38	...	...	...	...	...
<i>Haldimand:</i>														
Canborough, No. 3				10	0	10	0	20	0	1	1	...	...	1
Seneca, No. 7				8	50	8	50	17	1	1	1	1	1	1
<i>Norfolk:</i>														
Houghton, No. 5				4	12½	4	12½	8	25	1	...	...	...	...
Woodhouse, No. 8				7	12½	7	12½	14	25	1	1	1	1	...
<i>Oxford:</i>														
Blenheim, No. 11				12	0	12	0	24	0	1	1	1	1	1
Norwich, No. 10				22	0	22	0	44	0	1	1	1	1	1
Zorra, West, No. 17				7	6	7	6	14	12	1	1	...	...	1
<i>Waterloo:</i>														
Dumfries, North, No. 19				6	50	6	50	13	0	1	1	...	...	...
Dumfries, North, No. 20				27	0	27	0	54	0	1	1	1	1	1
Waterloo, No. 3				10	0	10	0	20	0	...	1	1	1	1
Woolwich, No. 8				8	0	8	0	16	0	...	1	1	1	1
<i>Wellington:</i>														
Eramosa, No. 2				12	0	12	0	24	0	...	...	...	...	...
Eramosa, No. 3				31	65	31	65	63	30	...	1	1	1	1
Guelph, No. 4				5	25	5	25	10	50	1	1	...	...	...
Guelph, No. 5				5	31	5	31	10	62	...	1	1	1	1
Guelph, No. 7				9	0	9	0	18	0	...	1	1	...	...
Puslinch, No. 3				13	0	13	0	26	0	1	1	1	...	1
Puslinch, No. 4				12	12½	12	12½	24	25	...	1	1	1	1
Puslinch, No. 12				10	0	10	0	20	0	1	1	1	1	1
<i>Grey:</i>														
Agremont, No. 5				5	0	5	0	10	0	1	...	...	...	...
St. Vincent, No. 19				7	69	7	69	15	37	1	1	1	1	1
Sydenham, No. 1				12	84	12	85	25	69	...	...	...	...	...
<i>Perth:</i>														
Downie, U. S. S., No. 2				5	0	5	0	10	0	1	1	...	...	1

OF UPPER CANADA 1855.

PART II.—Table N.—(Continued.)

SUPPLIED BY THE EDUCATION DEPARTMENT.

OF—				APPARATUS.							OBJECT AND TABLET LESSONS.							Various articles.
Canada.	British Isles.	Classical Maps.	Other Maps.	Globes.	Complete sets of Holbrook's Apparatus.	Orreries.	Telluriana.	Numeral Frames.	Geometrical Forms & Solids.	Other Apparatus.	Natural History.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints, &c.	Various articles.	
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PART II.—Table N.—(Continued.)

THE GRAMMAR AND COMMON SCHOOLS

						MAPS AND APPARATUS										
MUNICIPALITIES						MAPS										
AND						Local	Legislative									
SCHOOL SECTIONS.						Contribu- tion.	Apportion- ment.	Total.	The World.	Europe.	Asia.	Africa.	America.			
						\$	c.	\$	c.	\$	c.					
<i>Huron:</i>																
Hay, No. 4						5	0	5	0	10	0	1	1	...	...	...
Stanley, No. 6						5	0	5	0	10	0	1	1	1	1	1
Wawanosh, No. 3... ..						5	0	5	0	10	0	1	1	...	...	...
<i>Bruce:</i>																
Kincardine and Bruce, U. S. S., No. 2 ...						6	50	6	50	13	0	1	1	1	1	1
Saugen, No. 3						10	0	10	0	20	0	1	1	1	1	1
<i>Midwestern:</i>																
Adelaide, No. 8						10	0	10	0	20	0	1	1	1	1	...
<i>Elgin:</i>																
Bayham, No. 7						10	0	10	0	20	0	1	1	1	1	...
Bayham, No. 13						11	0	11	0	22	0	1	1	1	...	1
Malahide, No. 5						5	0	5	0	10	0	1	...	...	...	...
Malahide, No. 7						10	0	10	0	20	0	1	1	1	1	1
Southwold, No. 12						22	53	22	53	45	6	1	1	1	1	1
Yarmouth, No. 8						19	12½	19	12½	38	25	1	1	1	1	1
<i>Kent:</i>																
Chatham, No. 2						16	0	16	0	32	0	1	1	1	1	1
Howard, No. 6						9	0	9	0	18	0	1	1	1	1	1
<i>Lambton:</i>																
Plympton, No. 2						16	0	16	0	32	0	1	1	1	1	1
Sombra, No. 3						12	0	12	0	24	0	1	1	1	1	1
<i>Essex:</i>																
Tilbury, West, No. 1						5	0	5	0	10	0	1	1	1	1	...
<i>Cities:</i>																
Toronto						133	84	133	84	267	68	6	7	3	1	5
Toronto, R. C., Sep. School						70	50	70	50	141	0	8	4	4	2	2
Hamilton						29	38	29	38	58	76	...	...	...	...	6
London						7	0	7	0	14	0	...	...	...	...	...
London, Union School						119	19	119	19	238	38	3	2	2	2	2
<i>Towns, Town Municipalities, and Villages:</i>																
Brantford						28	24	28	24	56	48	1	2	1	1	1
Brantford, R. C. Sep. School.						5	17½	5	17½	10	35	...	1	1	1	...
Cornwall, Grammar School						34	37½	34	37½	68	75	1	1	1	1	1
Cornwall, Common School						50	0	50	0	100	0	2	2	1	1	1
Peterborough, U. School						17	83	17	83	35	66	...	...	...	...	...
Peterborough, R. C. Sep. School						6	63	6	63	13	26	2	2	...	...	...
Pictou						5	0	5	0	10	0	...	...	...	...	...
Port Hope, U. School						58	10	58	10	116	20	1	5	2	2	2
Prescott						15	0	15	0	30	0	...	1	1	1	1
St. Catharines						10	0	10	0	20	0	1	1	1	1	1
Amherstburgh, R. C. Sep. School, No. 1 ...						5	6½	5	6½	10	13	1	...	...	...	...
Simcoe						52	64	52	64	105	28	2	2	2	2	2
Woodstock						12	0	12	0	24	0	3	...	...	...	...
Chippewa						39	0	39	0	78	0	4	2	2	2	2
Gananoque, Grammar School... ..						20	0	20	0	40	0	1	2	1	1	1
Oshawa						7	12½	7	12½	14	25	1	1	...	...	...
Vienna						8	0	8	0	16	0	1	...	...	...	...
Vienna						6	0	6	0	12	0	1	1	1	1	...
Yorkville						20	94½	20	94½	41	89	...	1	1	1	1
Total... ..						2327	76½	2327	76½	4655	53	135	142	108	94	106

SUM -

Total Schools supplied during year, 159; viz.:—Common Schools, 148; Separate Schools, 4;

OF UPPER CANADA, 1855.

PART II.—Table N.—(Continued.)

SUPPLIED BY THE EDUCATION DEPARTMENT.

OF—				APPARATUS.							OBJECT AND TABLET LESSONS.						Various articles.
Canada.	British Isles.	Classical Maps.	Other Maps.	Globes.	Complete sets of Holbrook's Apparatus.	Orerries.	Tellurians.	Numeral Frames.	(Geometrical Forms & Solids.	Other Apparatus.	Natural History.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints. &c.	
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1	...	...	...	1	...	...	...	...	...	...	1	2	...	...	3	2	...
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1	...	1	2	...	...	...	...	...	...	...	...	...	...	...	...	2	...
1	3	...	1	...	...	...	...	...	...	...	1	...	...	...	1	...	...
1	3	...	1	...	...	...	...	...	...	...	1	...	...	...	1	1	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	8	...	35	...	...	...	...	...	...	...	6	1	...	14	50	7	...
4	...	...	4	...	...	...	...	...	...	...	...	2	...	3	3	2	27
1	3	2	33	3	...	...	1	2	...	4	5	...	...	2	2	20	1
1	...	5	4	...	...	...	...	...	...	1	...	...	...	...	1	...	9
2	1	...	6	...	1	...	...	...	1	1	...	...	...	1	2	1	1
1	...	...	10	2	...	...	...	...	...	...	...	...	...	...	4	...	3
4	...	3	6	...	...	...	...	...	...	...	...	...	...	4	2	21	...
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2	3	...	20	...	...	...	...	4	...	...	...	...	...	...	...	...	6
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2	1	...	4	2	...	...	...	...	...	...	2	4	...	...	45	2	10
2	5	4	2	...	...	...	...	...	...	...	1	...	...	4	3	2	2
1	3	3	8	...	...	...	...	...	...	...	...	...	...	...	2	2	...
1	1	...	2	...	...	...	...	...	...	...	1	...	...	1	1	1	...
...	...	...	...	...	...	...	...	...	...	...	1	2	...	1	5	...	2
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1	1	...	7	...	...	...	...	...	...	...	1	1	...	...	5	2	1
116	95	41	467	48	14	5	8	26	14	33	89	38	1	82	238	260	152

M A R Y.

Grammar Schools, 3; United Grammar and Common Schools, 4, =159.

PART II.—Table O.

THE SUPERANNUATED

STATEMENT IN DETAIL OF THE SUPERANNUATED COMMON SCHOOL

No.	Name.	Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1856.	Years of teaching in U. C.	Subscription.	Pension.
1	John McAuley ...	Ch. Scotland..	Ireland	Innisfil	Age & Infirmary	73	22	£ s. d. 1 0 0	£ s. d. 27 10 0
2	<i>Dead, see last rep.</i>								
3	Robert Mason.....	Presbyterian..	Scotland ...	Lanark	Age & Infirmary	75	28	1 0 0	35 0 0
4	Magnus Swanson	Baptist	Scotland ...	Markham...	Age & Infirmary	72	18	1 0 0	22 10 0
5	<i>Dead, see last rep</i>								
6	Donald Currie.....	Ch. Scotland..	Scotland ...	Aldboro' ...	Age & Infirmary	67	18	1 0 0	22 10 0
7	James Baird	Baptist	Scotland ...	Lanark	Age & Infirmary	83	16	1 0 0	20 0 0
8	John O'Connor ...	Rom. Catholic	Ireland	Charlotten- burgh.....	Age & Infirmary	82	35	1 0 0	43 15 0
9	Anthony Lewars..	Baptist	Scotland ...	Augusta ...	Age & Infirmary	74	32	1 0 0	40 0 0
10	<i>Dead, see last rep.</i>								
11	Thos. J. Graffe ...	Universalist..	Ireland	Arthur	See Abstract ...	48	18	1 0 0	22 10 0
12	Don'd McDermid	Ch. Scotland..	Scotland ...	Cornwall ...	Age & Infirmary	78	26½	1 0 0	33 2 6
13	James Benton.....	Ch. Scotland..	Scotland ...	Finch.....	See Abstract ...	59	25	1 0 0	31 5 0
14	Henry Gough.....	Ch. England..	Ireland	Barton	Age & Infirmary	70	30	1 0 0	37 10 0
15	Jas. Breckenridge	W. Methodist	U. Canada..	Rawdon ...	See Abstract ...	51	32	1 0 0	40 0 0
16	John Gillon.....	Ch. Scotland..	Scotland ...	Ramsay.....	Age & Infirmary	73	25½	1 0 0	31 17 6
17	Robert C. Mills ...	Ch. England..	Ireland	Packenham.	Age & Infirmary	69	23	1 0 0	28 15 0
18	John W. Leonard	Ch. England..	England ...	Chatham ...	Age & Infirmary	62	22	1 0 0	27 10 0
19	Peter Stewart.....	Ch. Scotland..	Scotland ...	Perth.....	Age & Infirmary	72	22	1 0 0	27 10 0
20	Resumed teaching								
21	John Price	Ch. England..	Ireland	Brockville..	Age & Infirmary	63	24	1 0 0	30 0 0
22	Wm. Gordon	Presbyterian..	Ireland	Horton	Age & Infirmary	68	30	1 0 0	37 10 0
23	Crawford Rainey.	W. Methodist	Ireland	Ernestown.	See Abstract ...	44	17	1 0 0	21 5 0
24	Benj. Warren	Ch. England..	Ireland	Augusta.....	Age & Infirmary	71	27	1 0 0	33 15 0
25	Thos. McMaster...	Ch. England..	Ireland	Grey	See Abstract ...	59	20	1 0 0	25 0 0
26	Ronald Smith.....	Ch. England..	Scotland ...	Lanark	Age & Infirmary	71	20	1 0 0	25 0 0
27	Wm. McEdward..	Ch. Scotland..	Scotland ...	Lancaster...	Age & Infirmary	65	26½	1 0 0	33 2 6
28	Wm. Dowling.....	W. Methodist	Ireland	Augusta.....	See Abstract ...	56	20	1 0 0	25 0 0
29	Geo. Fieldhouse...	Soc'y Friends	England ...	Murray	Age & Infirmary	69	30	1 0 0	37 10 0
30	Olmsted Gates ...	Ch. Scotland..	U. States ...	Longueuil...	Age & Infirmary	78	11	1 0 0	13 15 0

COMMON SCHOOL TEACHERS.

PART II.—Table O.

TEACHERS IN UPPER CANADA FOR 1855, WITH THE PENSIONS PAID.

No.	For the year.	Abstract of Case.	Certificates signed by
1	1855	Was a Teacher 50 years. Taught in West Gwillimbury, Tecumseth, Essa and Innisfil. Holds also a certificate from the Earl of Dalhousie, as Teacher in Nova Scotia, where he taught School from 1817 to 1830.	Rev. F. L. Osler; T. S. Stephens, J. P.; Wm. Strong, J. P.; H. A. Clifford.
3	1855	Taught the same School in the Village of Lanark for 28 years.	J. A. Murdock; J. Shaw, M. P.; M. Lock, J. P.
4	1855	Was a Teacher for 35 years. Taught in Scotland, Lower Canada, and for 18 years in Markham.	Rev. W. Case; J. King; G. Buchanan.
6	1855	Was a teacher for 50 years; 22 years in Scotland, and 18 years in Alaboro', Oxford, Howard, Chatham and Mosa. U. C.	Rev. R. Burns, D. D.; Rev. D. McMillan; G. Gardiner, J. P.; G. Duck, junior.
7	1855	Commenced in 1825 and ceased teaching in 1842 from age and lameness; taught the same school 16 years.	Rev. M. Harris; J. Robertson, J. P.
8	1855	Was a Teacher for 53 years; 18 years in Ireland, and 35 in Glengarry, Stormont and Prescott.	Rev. J. McLaurin; Rev. H. Urquhart; J. Grant, M. D.; A. Chisholm.
9	1855	Taught in the County of Grenville 32 years.	Rev. R. Blakely; H. W. Morton, M. D.; J. Clapperton; J. Jessup; G. Malloch.
11	1855	Commenced in 1832. Taught in Grenville 18 years. "His health failed from excessive mental labour, which induced a predisposition to apoplexy and spinal disease."	B. R. Church, M. D.; E. H. Whitmarsh; R. Waugh.
12	1855	Commenced in Scotland in 1794, and ceased in Upper Canada in 1843. Taught in Stormont and Glengarry 24½ years.	J. Pringle; Reference to Hon. Justice McLean; R. McDonald, M. D.; affidavit before H. Cline, J. P.
13	1855	Commenced in 1822 and ceased 1850. Taught for 25 years in Township of Lochiel; was afflicted with Epilepsy and compelled to desist.	Rev. J. R. Meade; J. Stirling, M. D.; D. Cattanaach, J. P.; J. Murray.
14	1855	Was a Teacher for 33 years; 3 years in Nova Scotia, and 30 in various parts of Upper Canada.	P. Spaun, J. P.; B. P. Spohn. Former certificates signed by Bishop Strachan, &c.
15	1855	Commenced in 1815. Taught in Dundas, Prescott, Russell, Carleton, Grenville and Leeds, for the full period of 32 years, besides 2 years in Lower Canada. Is so afflicted with cataract as to be compelled to desist.	Rev. W. Smart; Hon. H. Pinhey; J. Garvey, M. D.; J. Matthew, J. P.; J. A. Stuart, J. P.; T. Brady; A. Sherwood; S. Hart; J. Keays; W. Henderson.
16	1855	Commenced in Ramsay in 1821, opened the first school at Carleton Place in 1825. Taught also in Beckwith and Pakenham.	Rev. J. McMorine; D. Campbell, J. P.; Rev. A. Mann; Rev. M. Harris; J. Wylie.
17	1855	Commenced in 1824. Taught in Huntley, Fitzroy, Pakenham, Ross and Bromley.	Rev. J. Thompson; A. Fowler, M. D.; Rev. M. Harris; Rev. A. Mann.
18	1855	Commenced in U. C. in 1817. Taught in the Counties of Frontenac, Lennox, Addington, Kent and Lambton, as he states subsequently to his application being approved, 30 years. Ceased in 1853.	Hon. S. Washburn; Thos. Cross, M. D.; A. Lazier, J. P.; T. McRea, J. P.; O. Ingalls, J. P.; E. H. Carlatt, J. P.; C. Pier, J. P.
19	1855	Taught in county of Lanark from 1831 to 1853. "Has done a good deal of good in his day."	Rev. M. Harris; J. A. Murdoch; J. Young.
21	1855	Commenced in 1827. Taught in Leeds and Grenville 24 years.	Rev. E. Denroche; Rev. W. Smart; G. Sherwood, M. P.; T. Reynolds, M. D.; T. F. McQueen, M. D.; A. Sherwood; W. Buell; J. Jessup.
22	1855	Commenced in 1823, and taught in Lanark and Renfrew for 30 years.	Rev. G. Thompson; D. Evans, M. D.
23	1855	Taught in Kingston, Ernestown, Camden and Portland. Disease of the heart and liver renders him unfit for teaching.	Rev. P. Shirley; R. McLean, M. D.; J. Scouten, M. D.; J. Miller, J. P.; J. Asseltine, J. P.; J. J. McDonald; S. Warner.
24	1855	Commenced in 1824, and taught school in Leeds and Grenville 27 years.	Rev. W. Smart; G. Sherwood, M. P.; T. Reynolds, M. D.; J. Brouse; R. Waugh; J. Reynolds, J. P.; N. Horton, J. P.; R. Ease, J. P.
25	1855	Commenced in 1825, and taught in various parts of U. C. Deafness and disease of lower extremities compelled him to desist.	Rev. E. Patterson; Rev. D. McPherson; D. Waugh, M. D.; A. Montith, J. P.; W. P. McCullough, J. P.; J. Hyde; W. Rath; A. McGregor; J. Stewart. Former certificate signed by Bishop Strachan.
26	1855	Commenced in 1832, and taught in the county of Lanark 20 years.	Rev. M. Harris; A. Munro, M. D.; J. Robertson, J. P.; J. McDonald, J. P.; T. McCaffry, J. P.; E. Byrne.
27	1855	Commenced in 1812. Was a teacher 38 years; 11 years in Scotland, 26 in Lancaster, and 6 months in Williamstown, U. C.	Rev. J. McKenzie; Rev. D. McPherson; Rev. J. McLaurin; A. Beattie, M. D.; R. S. McDonald, J. P.
28	1855	Commenced in 1822. Taught in Leeds and Grenville for 20 years. Ill health, occasioned by close application, renders him unfit to continue.	Rev. W. Smart; B. R. Church, M. D.; W. Garvey; J. Howard, J. P.; M. Read, J. P.
29	1855	Commenced in 1819, and taught in Prince Edward and North Cumberland 30 years.	P. Gross, M. D.; B. Franklin, J. P.; J. Bettes, J. P.
30	1855	Commenced in the U. States in 1796, in Lower Canada in 1810, and in Longueuil in 1816. Taught in L. C. 4 years, was assistant in a public school 22 years, and teacher of a common school 11 years. Ceased in 1849.	Sheriff Treadwell; A. Murray, M. D.; J. Higginson, J. P.; Jos. C. Waters.

PART II.—Table O.—(Continued.)

THE SUPERANNUATED

No.	Name.	Faith.	Country of Birth.	Residence (Municipality.)	Cause of discontinuing teaching.	Age in 1886.	Years of teaching in U. C.	Subscription.	Pension.
								£ s. d.	£ s. d.
31	John McKenzie...	Presbyterian..	Scotland ...	Launcester...	Age & Infirmary	64	17½	1 0 0	21 17 6
32	Patrick Benson ...	Rom. Catholic	Ireland	Plantagenet North.	Age & Infirmary	74	30	1 0 0	37 10 0
33	Francis Sharp.....	Congregation- alist.	England ...	Asphodel ...	Age & Infirmary	77	18½	1 0 0	23 8 8
34	John McDonell ...	Rom. Catholic	Scotland ...	Charlotten- burgh.	Age and debility	64	30	1 0 0	37 10 0
35	Francis Foster ...	Ch. England..	England ...	Chinguac- ousy.	Age & Infirmary	74	18	1 0 0	22 10 0
36	Donald McDonald	Rom. Catholic	Scotland ...	Lochiel	Age & Infirmary	69	13	1 0 0	18 5 0
37	John Ker	Ch. England..	Ireland	Winchester.	Age & Infirmary	64	14	1 0 0	17 10 0
38	Jas. Brennan.....	Rom. Catholic	Ireland	Ennismore..	Age & Infirmary	71	35	1 0 0	43 15 0
39	Thos. Hudson.....	Ch. England..	England ...	Markham...	See Abstract ...	59	19½	1 0 0	24 7 6
40	Wm. M. Hynes ...	Presbyterian..	Ireland	Brockville..	Age and debility	61	34	0 16 8	35 8 4
41	Jane Johnston ...	Ch. England..	Ireland	Thorold.....	See Abstract ...	51	21	22 10 0	44 12 6
42	W. R. Thornhill...	Ch. England..	Ireland	Kitley	See Abstract ...	57	22	23 10 0	46 15 0
43	Wm. Irvine.....	Ch. England..	Ireland	Kingston ...	Age & Infirmary	73	17½	18 18 4	37 1 3
44	W. C. McMillan*	Ch. England..	Scotland ...	Mountain...	Age & Infirmary	62	22	23 0 0	33 0 0
45	John Fletcher.....	Presbyterian..	Scotland ...	Tilbury E...	See Abstract ...	47	18	19 10 0	38 5 0
46	John B. Emons ...	Ch. England.	U. Canada...	Escott	See Abstract ...	59	27	28 10 0	57 7 6
47	John Nowlan	Ch. England.	Ireland	Montague...	Age & Infirmary	64	24	25 10 0	51 0 0
48	W. P. Huston.....	Presbyterian..	Ireland	Mountain...	Age & Infirmary	71	23	24 0 0	34 10 0
49	George Reynolds.	Rom. Catholic	Ireland	Camden E...	Age & Infirmary	60	28½	29 5 0	32 1 3
50	Wm. Martin*	Presbyterian..	Ireland	Gower S. ...	Age & Infirmary	80	8	9 0 0	12 0 0
51	Wm. Martin	Presbyterian..	Ireland	Oxford	Age & Infirmary	64	14	15 10 0	29 15 0
52	John Blek .....	.....	Ireland	Ross	Age & Infirmary	76	15	16 5 0	23 2 6
53	Michael Koen.....	Rom. Catholic	Ireland	Kingston ...	Age & Infirmary	64	25½	26 10 0	38 5 0
54	Alex. Miller.....	Presbyterian.	Scotland ...	Walford ...	Age & Infirmary	69	23½	29 18 4	60 8 9
55	John Donald	Presbyterian..	Scotland ...	Dalhousie...	See Abstract ...	56	20½	21 10 0	30 15 0
56	Angus McDonell..	Rom. Catholic	Scotland ...	Kenyon.....	Age & Infirmary	60	33½	35 0 0	71 3 9
57	James Forde	Ch. England..	Ireland	Elmsley N.	See Abstract ...	53	16	17 10 0	34 0 0
58	John Livingston..	Presbyterian..	Scotland ...	Dalhousie...	Age & Infirmary	64	25½	26 10 0	38 5 0
59	Gilbert McAulay..	Ch. Scotland.	Scotland ...	Sunnidale...	Age & Infirmary	75	18	19 0 0	27 0 0
60	Gideon Gibson ...	Ch. England..	Ireland	Emily	Age & Infirmary	70	19	20 5 0	34 8 9

* Now dead.

COMMON SCHOOL TEACHERS.

PART II.—Table O.—(Continued.)

No.	For the year.	Abstract of Case.	Certificates signed by
31	1855 ...	Taught 2 years in Lower Canada, and 17½ in Glengarry.	Rev. J. McKinnon; D. E. McIntyre. M. D.
32	1855 ...	Commenced in 1810, and continued teaching in Stormont and Prescott for 30 years. Ceased in 1845.	C. Johnson, Junior; G. Presley; J. Bellore
33	1855 ...	Commenced in 1835, and continued teaching in county of Peterboro' for 18½ years	Rev. T. Searight; W. Scott, J. P.; H. Fowlds; J. Foley; R. C. Humphries.
34	1855 ...	Commenced in 1810, and continued teaching in Stormont and Glengarry for 30 years.	Rev. J. McLaurin; J. Grant, M. D.; D. McDonell, J. P.; A. Fraser, J. P. Former certificate signed by Bishop McDonell.
35	1855 ...	Commenced in 1832, and continued teaching in the Gore of Toronto and Chinguacousy for 18 years.	Rev. J. G. Armstrong; T. Deasely, M. D.; J. M. Chafee; R. Wright; J. Price. Former certificate signed by Bishop Strachan.
36	1855 ...	Commenced in 1806. Taught in Dundas, Stormont and Glengarry. Is unable to procure certificates of teaching for more than 13 years. Ceased in 1853.	O. Quieby, J. P.; C. McDonald, M. D.; J. Murray; A. McMillan.
37	1855 ...	Commenced in 1835, and taught in Stormont and Dundas for 14 years.	Rev. J. G. B. Lindsay; Rev. H. E. Plees; Rev. J. Harris; W. H. Brouse, M. D.; J. J. Blacklock, M. D.; J. Baird, M. D.; H. L. Cook, M. D.; J. W. Rose, M. P.; J. & G. & E. Brouse, M. P's; W. Bell, J. P.; P. Carman.
38	1855 ...	Was a teacher for 50 years; 35 years in Glengarry, Prince Edward and Victoria.	Rev. J. J. Chisholm, D. D.; Rev. J. Bourke; Rev. J. M. Rozer; Rev. R. Harding; W. Cluxton, J. P.; P. S. Sullivan, J. P.; W. T. Boate; B. McDonell; E. Burnham; T. Hay; B. S. Gory, M. D.
39	1855 ...	Commenced in 1832, and taught in the County of York for 19½ years. Ceased in 1821. <i>hernia</i> and general debility having forced him to desist.	Rev. J. G. Armstrong; Rev. D. E. Blake; R. Paget, M. D.; G. Pexton.
40	10 m. '55	Commenced in 1818, and taught in the County of Leeds 34 years.	Rev. W. Smart; T. Reynolds, M. D.; R. Edmondson, M. D.; G. Sherwood, M. P.; S. Reynolds, J. P.; W. Dowling, J. P.; W. Buell, G. Malloch.
41	1854-55	Commenced in 1833, and taught in Dundas, Ancaster, Cayuga and Thorold 21 years. Disease of the chest compels her to desist.	Rev. F. B. Fuller; G. Keefer, J. P.; R. Ironside, M. D.; Dr. H. Rally; J. Keefer; D. D'Everardo; H. James.
42	1854-55	Commenced in 1829, and taught in Leeds 22 years. "Sight so imperfect that he cannot follow the profession any longer."	Rev. J. B. Worrell; J. Atchison, M. D.; Rev. F. Tremayne; S. Saper, J. P.; J. O'Neill; H. B. Washburn; R. Johnson, J. P.; W. Webster, J. P.
43	1854-55	Was a teacher 52 years; 17½ in Upper Canada	Ven. Archdeacon Stuart; Rev. E. C. Bower; J. Marks, J. P.; G. Rutledge.
44	1854-55	Commenced in 1816, and taught 16 years in Scotland and 22 in Glengarry, Dundas and Prince Edward.	Rev. R. Blakely; D. Skinner, M. D.; Rev. J. Harris; J. Pringle; D. Rose; P. Keeler; J. Keeler, J. P.; S. Skinner, J. P.; J. L. Bigger; D. McLeod.
45	1854-55	Commenced in 1830. Taught 6 years in Scotland, and 18 in Elgin and Kent. Is afflicted with hip joint disease, and quite unable to do duty.	Rev. J. Fraser; J. R. Robertson, M. D.; A. McGregor; J. Coutts.
46	1854-55	Commenced in 1827. Has taught in the Counties of Frontenac, Glengarry, Prescott and Russell. Is afflicted with general debility and partial paralysis.	F. Codd, M. D.; J. Stewart; J. Keays; J. Conway, J. P.; J. Mattice, J. P.
47	1854-55	Commenced in 1812. Taught 18 years in Newfoundland and 24 years in Lanark and Carleton.	Rev. J. B. Worrell; G. Nisbet, M. D.; J. Shaw, M. P.; Rev. E. Morris; G. Gilhuly, J. P.
48	1855 ...	Commenced in 1832. Taught in Mountain and South Gower 23 years.	Rev. J. Anderson; D. Brown, M. D.; J. Cleland, P. M.
49	1855 ...	Commenced in 1826, and taught 28½ years in Brockville, Lennox and Addington, &c.	Rev. P. Shirley; F. V. Cary, M. D.; R. McLean, M. D.; D. Roblin, M. P.; J. Stevenson, J. P.; T. Miller, J. P.; D. C. Smith, J. P.; W. Whelan, J. P.; S. Reynolds, J. P.; F. Murray, J. P.; J. F. Hawley, J. P.; C. H. Miller, J. P.
50	1855 ...	Commenced in Ireland 1791, and in Canada 1827. Taught in Counties Grenville and Dundas 9 years.	Rev. Jos. Anderson, and others.
51	1854-55	Commenced in 1817 in Nova Scotia. Taught in Grenville 14 years.	Rev. W. D. McDonell; E. B. Sparham, M. D. Former certificate, authorising to teach in Nova Scotia, signed by Earl of Dalhousie.
52	1854-55	Commenced 1806. Taught 33 years in Ireland, and 15 in Lanark and Renfrew.	G. Brown; D. M. Evans, M. D.; J. M. Ross; H. Fitzpatrick; M. Mulligan; P. McPeak.
53	1855 ...	Commenced in Ireland in 1814, and taught 25½ years in Frontenac.	R. S. Henderson; W. Beamish, M. D.; J. W. Brown, J. P.; Peter McKinn, J. P.; J. Irvine. Formerly by Archdeacon Stuart.
54	1854-55	Commenced in 1802. Taught 24½ years in Scotland and 28½ in Lanark, Leeds and Grenville.	Rev. W. Bell; B. R. Church, M. D.; Rev. E. Morris; E. H. Whitmarsh; G. McEwen, P. M.
55	1854-55	Taught in Dalhousie. Chronic inflammation of the liver obliged him to desist.	Rev. J. B. Duncan; A. Munro, M. D.; J. S. Nichol, M. D.
56	1854-55	Commenced in Scotland in 1814, and taught in Glengarry, U. C. 33½ years.	D. A. McDonald; J. Simpson, M. D.; A. Chisholm; A. McDonell.
57	1854-55	Commenced in 1827, and ceased 1850. Taught in Lanark and Frontenac 16 years. Defective eyesight compelled him to desist.	Rev. M. Hains; J. A. Neilson, M. D.; J. Young.
58	1855 ..	Commenced in Scotland in 1810. Taught School No. 6, Dalhousie, 25½ years.	Rev. M. Harris; J. S. Nichol, M. D.; Rev. J. B. Duncan; J. A. Young; J. A. Murdoch; A. McEwen; H. McLean; A. McDonald.
59	1855 ...	Commenced in Scotland in 1812, and in Upper Canada. 1833. Taught in Peel and Simcoe 18 years.	Rev. S. B. Ardagh; Judge Gowan; Rev. J. Gray; H. A. Clifford; G. Lount; A. Pass.
60	1854-55	Commenced in Ireland in 1817, and in Upper Canada in 1833. Taught 19 years in Durham and Peterboro'.	Rev. W. Hooper; T. Ray, M. D.; E. Ingram; J. Tate.

PART II.—Table O —(Continued.)

THE SUPERANNUATED

No.	Name.	Faith.	Country of Birth.	Residence (Municipality.)	Cause of discontinuing teaching	Age in 1886.	Years of teaching in U. C.	Subscription.	Pension.
61	Wm. Begg	Presbyterian..	Scotland ...	Goderich ...	Age & Infirmary	61	17	£ s. d. 17 0 0	£ s. s. 25 10 0
62	John Bradley	Episcopalian..	Ireland	Plantagenet	Age & Infirmary	76	20	21 10 0	42 10 0
63	Not fully approved								
64	Henry St. Leger...	Ch. England..	Ireland	Adelaide ...	Age & Infirmary	71	21	22 0 0	31 10 0
65	Robt. Thompson..	Ch. Scotland..	Scotland ...	Cornwall ...	See Abstract ...	51	20	21 10 0	42 10 0
66	Johnston Neilson	Presbyterian..	Ireland	Drummond.	General debility	58	18	18 0 0	27 0 0
67	Orin Blodgett.....		U. Canada..	Gower N. ...	Nervous debility	59	28	29 10 0	59 10 0
68	Pa rick McKee ...	Rom. Catholic	Ireland	Osnabruck..	Age & Infirmary	82	17	18 10 0	36 2 6
69	John Brennan ...	Ch. England..	Ireland	Walford ...	Deafness and debility.	57	24½	25 10 0	36 15 0
70	Margaret Jessop..	Ch. England..	Ireland	Elmsley.....	Loss of sight & hearing.	67	16	17 10 0	34 0 0
71	Thos. White	Congregation- alist	England ...	Hawkesb'ry West.	Debility.....	65	23½	24 10 0	26 14 4
72	Joshua Webster...	Methodist ...	U. States ...	Brighton ...	Age & Infirmary	61	22	23 10 0	46 15 0
73	Norman McLeod.	Presbyterian..	Scotland ...	Lochiel	Age & Infirmary	63	16	17 10 0	34 0 0
74	Samuel P. Stiles...	Methodist.....	U. States ...	Carradoc ..	Age & Infirmary	71	40	41 0 0	60 0 0
75	M. Kineborough...	Ch. England..	Ireland	Ernestown..	Age & Infirmary	75	31	32 10 0	65 17 6
76	Wm. Dutton	Presbyterian..	Ireland	Puslinch ...			11	11 0 0	15 0 0
77	Arch'd Campbell..	Presbyterian..	Scotland ...	Charlotten- burgh.	Age & Infirmary	72	7	8 0 0	10 10 0
84	Wm. Kearns	Ch. England..	Ireland	Augusta.....	Age & Infirmary	63	25	24 0 0	37 10 0
85	D. McKenzie	Presbyterian..	Scotland ...	Westmins'r	Affection of the lungs.	56	20	21 14 2	51 5 0
								882 2 6	2515 0 1

N. B.—For statement of account see page 210.

COMMON SCHOOL TEACHERS.

PART II.—Table O.—(Continued.)

No.	For the year.	Abstract of Case.	Certificates signed by
61	1855 ...	Commenced in Scotland in 1813, where he taught 20 years. Commenced in Upper Canada in 1837, and taught school in Goderich 17 years.	Rev. A. McKid; Dr. Cole; G. Elliott, J. P., and others.
62	1854-55	Commenced in 1830, and taught 20 years in the County of Prescott.	Col. J. Kearnes, J. P.; D. O'Neill; J. Hagar, J. P.; T. H. Johnson, J. P.
63	.....	Further certificates required.	
64	1855 ...	Commenced in Ireland 1828, and in U. C. 1832. Taught in Welland, Middlesex, Cornwall, Drummond and Oakland 21 years. Afflicted with Paralysis.	Rev. T. Green; H. Hanson, M. D.; Rev. A. Mortimer; J. B. Strathy; W. Elliot; W. Miller; S. A. Scoon.
65	1854-55	Commenced in 1831, and taught for 20 years in Stormont and Glengarry. Chronic inflammation of the eyes unfits him for duty.	R. McDonald, M. D.; B. G. French; A. Johnston, J. P.; J. Aitken; W. Poley; A. E. McDonald; S. Sheets.
66	1855 ...	Commenced in Ireland in 1813, and U. C. 1836. Taught 18 years in Lanark, Leeds and Grenville.	Rev. J. McMorine; Rev. J. Pyne; Rev. J. Padfield; Rev. A. Mann; A. Fowler, M. D.; J. Shaw, M. P., &c., &c.
67	1854-55	Commenced in 1817. Taught 28 years in Lanark, Carleton and Grenville.	W. McMicken, M. D.; D. Eastman.
68	1854-55	Commenced in 1828, and has taught 25 years in County of Stormont.	Rev. G. A. Hay; W. H. Wagner, M. D.; W. McIntosh, J. P.; D. Chisholm, J. P.; J. Archibald, J. P.; O. Pugh, J. P., &c. &c.
69	1855 ...	Commenced in Ireland in 1823, and in U. C. in 1830. Has taught in the County of Leeds 24½ years.	Rev. J. H. Andrews; B. R. Church, M. D.; S. Soper, J. P.; R. W. Ferguson; J. A. Brown.
70	1854-55	Commenced in 1829 and ceased in 1846. Has taught in Perth, Smith's Falls and Kitley, 16 years.	Rev. M. Harris; J. A. Ichison, M. D.; Rev. J. Padfield; C. H. Scribe; E. S. Weeks.
71	1855 ...	Commenced in 1821, and has taught in Hawkesbury 23½ years.	Rev. W. Abbott; W. Erving, M. D.; Rev. W. Mair; Rev. J. T. Byrne; J. Hamilton, J. P.; H. Lough, J. P., &c.
72	1854-55	Commenced in 1812 and ceased 1847. Taught 3 years in U. S. and 22 in P. Edward and Northumberland.	J. W. Bryderman, J. P.; P. Gross, M. D.; J. P. Powers, M. D.; J. A. Keeler, J. P.
73	1854-55	Commenced in 1807 and ceased in 1849. Taught 10 years in Scotland and 16 in Glengarry.	Rev. T. McPherson; J. Sterling, A. M. & M. D.; John McLennan, J. P., and others.
74	1855 ...	Commenced in Delaware 1808, and ceased 1854. Taught 40 years in Middlesex.	Rev. R. Flood; G. Billington, M. D.; Elijah Gregory; E. Handy, &c.
75	1854-55	Commenced in 1817 and ceased in 1850. Taught in Frontenac and Addington 31 years.	Ven. Archdeacon Stuart; H. Yates, M. D.; D. P. Yeomans, M. D.; S. Clark, J. P.; M. Palmec, J. P., &c.
76	1854 ...	Commenced in Nassagaweya in 1843, and taught there 11 years.	Rev. G. Graham; Rev. T. Green; J. Cobban, M. D.; C. Freeman, M. D.; A. C. Verver, &c.
77	1855 ...	Has taught 57 years. 50 years in Lower Canada, and 7 in U. C. under appointment of Sir J. Craig.	Rev. T. McPherson; J. Grant, M. D.; W. Macrae, J. P.; Col. Marchand; J. Delagrave, Mayor, &c.
84	1855 ...	Commenced 1822. Taught 25 years in Counties Stormont, Dundas and Glengarry.	Rev. D. Morris; W. D. Scott, M. D.; J. W. Ridley, Supt.; D. Berging, M. D.; E. Ross, Supt.; W. Fraser, Supt.
85	1855 ...	Commenced in 1849, and has taught 20 years in Middlesex, Elgin and Oxford.	Rev. M. Burnham; G. Southwick, M. D.; H. W. McIntyre, J. P.; J. Strathy, Supt., and others.

PART II.—Table P.

THE GRAMMAR AND COMMON

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANTS BY THE EDUCATIONAL DEPARTMENT, TOGETHER

THE MUNICIPALITIES OF UPPER CANADA.		AMOUNT OF LEGISLATIVE AID.						
		For Common School purposes.	For Grammar School purposes.	For Public School Libraries.	To Poor Schools.	To Normal School Students.	To Superan- nuated Teachers.	Total Legislative aid, 1855.
<i>Counties.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
1 Glengarry.....	481 3 10	100 0 0	...	...	...	5 10 0	202 13 9	789 7 7
2 Stormont.....	343 1 9	...	...	...	...	...	68 17 6	411 19 3
3 Dundas.....	385 14 0	100 0 0	...	...	18 0 0	...	37 0 0	540 14 0
4 Prescott.....	285 15 0	137 10 0	...	...	18 0 0	5 10 0	72 9 4	519 4 4
5 Russell.....	71 15 0	...	...	...	18 0 0	...	...	89 15 0
6 Carleton.....	601 15 6	90 0 0	3 0 0	6 0 0	...	...	30 0 0	730 15 6
7 Grenville.....	493 12 3	20 0 0	25 0 0	...	...	...	168 5 5	706 17 8
8 Leeds.....	696 16 2	60 0 0	2 10 6	...	...	...	68 12 6	827 19 2
9 Lanark.....	618 6 6	33 8 0	40 0 0	...	22 0 0	22 0 0	207 12 6	943 7 0
10 Renfrew.....	212 2 9	33 8 0	4 0 0	...	18 0 0	...	48 7 6	315 18 3
11 Frontenac.....	461 14 7	...	...	...	...	...	11 15 0	473 9 7
12 Addington.....	378 6 6	170 0 0	...	...	...	...	56 8 9	604 15 3
13 Lennox.....	159 10 3	...	...	...	10 0 0	...	...	169 10 3
14 Prince Edward.....	437 15 6	101 0 0	...	...	...	26 10 0	...	565 5 6
15 Hastings.....	709 13 8	30 0 0	...	...	12 10 0	...	39 0 0	791 3 8
16 Northumberland.....	692 16 0	110 0 0	...	...	...	11 0 0	59 15 0	873 11 0
17 Durham.....	688 10 3	...	4 18 11	...	...	5 5 0	...	698 14 2
18 Peterborough.....	359 15 7	50 0 0	8 0 0	...	...	...	65 3 8	482 19 3
19 Victoria.....	344 18 10	...	...	...	...	5 10 0	14 3 9	364 12 7
20 Ontario.....	768 0 8	60 0 0	346 0 0	10 0 0	16 10 0	...	...	1200 10 8
21 York.....	1231 13 3	220 0 0	21 17 6	5 0 0	11 0 0	...	44 17 6	1534 8 3
22 Peel.....	637 14 1	100 0 0	...	...	...	...	21 10 0	759 4 1
23 Simcoe.....	741 9 2	80 0 0	30 0 0	6 0 0	...	...	34 10 0	891 19 2
24 Halton.....	488 16 6	180 0 0	...	...	...	5 5 0	...	674 1 6
25 Wentworth.....	623 9 4	100 0 0	50 0 0	...	...	...	36 10 0	809 19 4
26 Brant.....	439 8 0	...	11 5 0	...	...	27 10 0	...	478 3 0
27 Lincoln.....	440 17 3	70 0 0	90 0 0	...	...	10 15 0	...	611 12 3
28 Welland.....	463 8 11	...	25 0 0	5 0 0	5 5 0	...	22 2 6	520 16 5
29 Haldimand.....	436 17 5	...	...	12 10 0	...	...	...	449 7 5
30 Norfolk.....	532 1 11	...	...	5 0 0	...	...	...	537 1 11
31 Oxford.....	740 3 3	...	15 0 0	...	...	...	...	755 3 3
32 Waterloo.....	613 0 0	...	...	...	...	...	...	613 0 0
33 Wellington.....	615 12 1	80 0 0	18 5 0	...	...	5 10 0	25 10 0	744 17 1
34 Grey.....	351 4 4	...	5 0 0	8 0 0	...	...	...	364 4 4
35 Perth.....	349 15 9	...	15 5 0	8 0 0	...	...	...	373 0 9
36 Huron.....	469 14 6	...	3 5 0	76 10 0	...	...	24 0 0	575 9 6
37 Bruce.....	56 15 11	...	...	77 10 0	...	...	...	134 5 11
38 Middlesex.....	824 4 3	...	17 0 0	...	...	...	58 0 10	899 5 1
39 Elgin.....	603 16 5	...	18 3 5	...	...	11 0 0	21 10 0	654 9 10
40 Kent.....	425 14 6	...	62 7 6	6 0 0	5 10 0	...	18 15 0	518 7 0
41 Lambton.....	322 7 3	120 0 0	...	...	...	...	...	442 7 3
42 Essex.....	358 16 11	75 0 0	18 15 0	30 0 0	...	...	...	482 11 11
Total.....	20960 5 7	2120 6 0	834 12 10	372 0 0	179 10 0	1457 10 6	25924 4 11	
<i>Cities.</i>								
1 Toronto.....	843 11 8	250 0 0	...	...	70 5 0	...	...	1163 16 8
2 Hamilton.....	390 17 4	100 0 0	25 10 0	...	29 10 0	...	...	545 17 4
3 Kingston.....	369 14 7	150 0 0	150 0 0	...	...	18 2 11	...	687 17 6
4 London.....	232 0 11	220 0 0	...	...	10 10 0	...	...	462 10 11
5 Ottawa.....	210 0 0	150 0 0	...	...	...	...	...	360 0 0
Total.....	2046 4 6	870 0 0	175 10 0	...	110 5 0	18 2 11	3220 2 5	

SCHOOLS OF UPPER CANADA.

PART II.—Table P.

WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES, &c.

AMOUNT RAISED FROM LOCAL SOURCES.							TOTAL.
AS AN EQUIVALENT.				Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources, 1855.	Grand total from Legislative and local sources, 1855.	
For Common School purposes.	For Public School Libraries.	Subscriptions to the Superannuated Teachers' fund, including those deducted from pensions.	Total from local sources as an equivalent.				
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	476 0 0	...	4 7 6	480 7 6	975 2 2	1455 9 8	2244 17 3
2	343 13 9	...	1 0 0	344 13 9	1123 0 6	1467 14 3	1879 13 6
3	385 18 3	...	2 0 0	387 16 3	1967 5 9	2355 2 0	2895 16 0
4	400 17 11	...	...	400 17 11	967 3 5	1368 1 4	1887 5 8
5	127 1 9	...	1 0 0	128 1 9	397 10 10	525 12 7	615 7 7
6	593 6 8	3 0 0	5 0 0	601 6 8	3487 10 4	4088 17 0	4819 12 6
7	492 7 3	25 0 0	1 0 0	518 7 3	2331 7 9	2949 15 0	3556 12 8
8	703 0 2	2 10 6	5 5 0	710 15 8	3304 14 1	4015 9 9	4843 8 11
9	622 0 5	40 0 0	11 2 6	673 2 11	3213 0 8	3886 3 7	4820 10 7
10	242 5 6	4 0 0	...	246 5 6	1838 15 8	2085 1 2	2400 19 5
11	515 0 0	...	3 0 0	518 0 0	2126 10 5	2644 10 5	3118 0 0
12	425 0 0	...	3 0 0	428 0 0	2335 3 1	2753 3 1	3357 18 4
13	215 0 0	...	...	215 0 0	851 2 1	1066 2 1	1235 12 4
14	555 0 0	...	...	555 0 0	3985 6 11	4570 6 11	5135 12 5
15	701 11 6	...	...	701 11 6	4535 17 0	5237 8 6	6028 12 2
16	679 0 0	...	...	679 0 0	4303 1 10	4982 1 10	5855 12 10
17	662 19 3	4 18 11	4 0 0	671 18 2	5148 7 11	5820 6 1	6519 0 3
18	450 0 0	8 0 0	...	453 0 0	2819 6 10	3277 6 10	3760 6 1
19	402 10 0	...	...	402 10 0	2036 8 3	2438 18 3	2803 10 10
20	762 15 9	346 0 0	...	1108 15 9	6635 6 3	7144 2 0	8344 12 8
21	1172 10 3	21 17 6	7 0 0	1201 7 9	9140 17 3	10304 8 5	11876 13 3
22	617 12 8	...	5 0 0	632 12 8	4436 8 4	5031 4 5	5069 1 0
23	840 2 5	30 0 0	6 0 0	876 2 5	5204 1 7	6080 4 0	6972 3 2
24	534 12 11	...	...	534 12 11	3785 8 6	4320 1 5	4994 2 11
25	598 15 0	50 0 0	4 0 0	652 15 0	4846 17 0	5461 15 5	5499 12 0
26	443 3 9	11 5 0	1 0 0	455 8 9	3728 13 6	4184 2 3	4662 5 3
27	715 0 10	90 0 0	...	805 0 10	3650 12 1	4455 12 11	5067 5 2
28	763 12 1	25 0 0	...	788 12 1	3865 13 1	4654 5 2	5175 1 7
29	649 0 0	...	1 0 0	650 0 0	4359 12 4	5009 12 4	5458 19 9
30	531 1 0	...	...	531 1 0	4355 12 10	4886 13 10	5423 15 9
31	749 19 9	15 0 0	1 0 0	765 19 9	6267 17 5	7033 17 2	7789 0 5
32	695 0 0	...	2 0 0	697 0 0	5560 18 2	6257 18 2	6870 18 2
33	754 12 2	18 5 0	...	802 17 2	3542 3 8	4345 0 10	5089 17 11
34	399 9 6	5 0 0	1 0 0	405 9 6	2471 1 1	2876 10 7	3240 14 11
35	348 10 9	15 5 0	...	363 15 9	3186 14 8	3550 10 5	3923 11 2
36	501 18 1	3 5 0	3 0 0	508 3 1	3625 0 7	4133 3 8	4708 13 2
37	64 14 6	...	1 0 0	65 14 6	1075 9 3	1141 3 9	1275 9 8
38	889 17 11	17 0 0	2 0 0	908 17 11	7247 19 0	8156 16 11	9056 2 0
39	595 5 0	18 3 5	1 0 0	614 8 5	6895 15 10	7510 4 3	8164 14 1
40	433 8 9	62 7 6	1 0 0	496 16 3	4562 12 1	5059 8 4	5577 15 4
41	327 15 10	...	...	327 15 10	4221 3 7	4548 19 5	4991 6 8
42	431 1 8	18 15 0	...	449 16 8	2394 15 6	2844 12 2	3327 4 1
	22882 11 0	834 12 10	76 15 0	23793 18 10	152207 9 1	176001 7 11	201925 12 10
1	4150 18 0	...	...	4150 18 0	2992 19 3	7143 17 3	8307 13 11
2	1511 19 11	25 10 0	...	1537 9 11	3697 8 7	5234 18 6	5780 15 10
3	1600 0 0	150 0 0	...	1750 0 0	557 4 9	2307 4 9	2495 2 3
4	1790 0 0	...	...	1700 0 0	296 11 0	1996 11 0	2459 1 11
5	760 8 10	...	...	760 8 10	599 19 1	1360 7 11	1720 7 11
	9723 6 9	175 10 0	...	9898 16 9	3144 2 8	18042 19 5	21263 1 10

PART II.—Table P.—(Continued.)

THE GRAMMAR AND COMMON

THE MUNICIPALITIES OF UPPER CANADA.		AMOUNT OF LEGISLATIVE AID.						
		For Common School purposes.	For Grammar School purposes.	For Public School Libraries.	To Poor Schools.	To Normal School Students.	To Superan- nuated Teachers.	Total Legislative aid, 1855.
<i>Towns.</i>		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Belleville	109 12 9	150 0 0	...	...	...	...	259 12 9
2	Brantford	113 7 0	140 0 0	...	...	...	...	253 7 0
3	Brockville	98 5 0	150 0 0	...	...	5 10 0	63 11 8	315 6 8
4	Chatham	60 2 6	150 0 0	...	...	...	26 10 0	236 12 6
5	Cobourg	90 1 9	120 0 0	12 10 0	...	...	...	222 11 9
6	Cornwall	63 4 10	150 0 0	25 0 0	...	...	32 2 6	110 12 0
7	Dundas	85 12 0	25 0 0	...	...	...	...	229 0 3
8	Goderich	40 10 3	180 0 0	...	...	...	8 10 0	243 4 6
9	Niagara	83 4 6	160 0 0	...	...	...	...	270 7 4
10	Perth	53 15 0	130 0 0	...	...	...	26 10 0	213 12 3
11	Peterborough	63 12 3	150 0 0	...	...	...	...	270 5 0
12	Pictou	39 9 6	50 0 0	...	...	...	...	175 17 9
13	Port Hope	85 17 9	90 0 0	...	...	...	...	136 5 0
14	Prescott	56 5 0	80 0 0	...	...	...	...	223 5 3
15	St. Catharines	113 5 3	110 0 0	...	...	...	...	150 0 0
16	Whitby	In County.	150 0 0	...	...	...	...	...
Total		1154 5 4	1985 0 0	37 10 0	...	5 10 0	157 4 2	3339 9 6
<i>Town Municipalities.</i>		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Amherstburgh	53 15 3	...	...	...	...	...	53 15 3
2	Barrie	35 0 0	150 0 0	...	...	...	...	185 0 0
3	Guelph	60 10 3	170 0 0	...	...	...	...	230 10 3
4	Simcoe	54 5 8	180 0 0	75 0 0	...	...	...	300 5 8
5	Woodstock	60 16 9	180 0 0	...	...	...	...	240 16 9
Total		264 7 11	680 0 0	75 0 0	...	...	...	1019 7 11
<i>Villages.</i>		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Berlin	31 1 9	25 0 0	...	...	...	...	56 1 9
2	Bowmanville	47 7 3	80 0 0	...	...	...	...	127 7 3
3	Brantford	23 16 0	60 0 0	...	...	...	...	83 16 0
4	Caledonia	23 16 0	...	...	...	...	...	28 16 0
5	Chippewa	39 13 6	...	...	...	...	...	39 13 6
6	Galt	55 5 9	100 0 0	...	...	...	...	155 5 9
7	Ingersoll	36 13 6	50 0 0	20 0 0	...	...	...	106 3 6
8	Napanee	28 1 9	80 0 0	...	...	...	...	108 1 9
9	Oshawa	28 18 1	...	50 0 0	...	...	...	78 18 1
10	Paris	53 12 9	85 0 0	...	...	...	...	138 12 9
11	Preston	30 0 0	...	...	...	...	...	30 0 0
12	St. Marys	23 1 6	...	...	...	...	...	23 1 6
13	St. Thomas	...	100 0 0	...	...	...	...	100 0 0
14	Smith's Falls	23 12 6	40 0 0	25 0 0	...	...	...	88 12 6
15	Stratford	21 17 6	120 0 0	...	...	...	...	141 17 6
16	Thorold	33 5 0	...	...	...	...	...	33 5 0
17	Trenton	29 6 3	64 10 0	...	...	...	...	93 16 3
18	Windsor	...	...	...	...	...	...	...
19	Vienta	30 11 0	90 0 0	...	...	...	...	120 11 0
20	Yorkville	39 19 9	...	...	...	...	...	39 19 9
Total		604 19 10	894 10 0	95 0 0	...	...	...	1594 9 10
1	Total Counties	20960 5 7	2120 6 0	\$34 12 10	372 0 0	179 10 0	1457 10 6	25924 4 11
2	" Cities	2043 4 6	870 0 0	175 10 0	...	110 5 0	18 2 11	3220 2 5
3	" Towns	1154 5 4	1985 0 0	37 10 0	...	5 10 0	157 4 2	3339 9 6
4	" Town Municipalities	264 7 11	680 0 0	75 0 0	...	...	...	1019 7 11
5	" Villages	604 19 10	894 10 0	95 0 0	...	...	...	1594 9 10
		for salaries & contingencies of Normal and Model Schools. 2558 7 9						
		2558 7 9						
1	Grand Total 1855	25030 3 2	26549 16 0	1217 12 10	372 0 0	2853 12 9	1632 17 7	37656 2 4
2	Grand Total 1854	22622 13 7	24849 19 10	6515 14 10	391 5 0	2801 17 2	836 2 6	38652 12 11
1	Increase	2407 9 7	1064 16 2	...	...	51 15 7	796 15 1	...
2	Decrease	...	...	5298 2 0	19 5 0	...	...	996 10 7

SCHOOLS OF UPPER CANADA, 1855.

PART II.—Table P.—(Continued.)

AMOUNT RAISED FROM LOCAL SOURCES.							TOTAL.
AS AN EQUIVALENT.				Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources, 1855.	Grand total from Legislative and local sources, 1855.	
For Common School purposes.	For Public School Libraries.	Subscriptions to the Superannuated Teachers' fund, including those deducted from pensions.	Total from local sources as an equivalent.				
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
1194 3 9	...	...	1194 3 9	371 3 9	1565 7 6	1825 0 3	
470 0 0	...	1 0 0	471 0 0	688 15 7	1159 15 7	1413 2 7	
1883 13 10	...	...	1883 13 10	1214 3 8	3097 17 6	3413 4 2	
370 0 0	...	...	370 0 0	385 11 0	755 11 0	992 3 6	
266 13 7	12 10 0	2 0 0	281 3 7	485 18 10	767 2 5	989 14 2	
118 11 4	25 0 0	...	143 11 4	205 7 7	348 18 11	619 6 3	
49 8 7	...	...	49 8 7	276 5 10	325 14 5	436 6 5	
275 0 0	...	...	275 0 0	436 1 11	711 1 11	940 2 2	
163 12 3	...	1 0 0	164 12 3	265 12 8	430 4 11	673 9 5	
374 13 3	...	1 0 0	375 13 3	264 9 11	640 3 2	859 8 2	
250 0 0	...	...	250 0 0	210 2 1	460 2 1	673 14 4	
180 0 0	...	...	180 0 0	180 13 7	360 13 7	450 3 1	
300 0 0	...	...	300 0 0	206 18 9	506 18 9	682 16 0	
250 0 0	...	1 0 0	251 0 0	484 5 9	735 5 9	871 10 9	
650 0 0	...	...	650 0 0	608 16 10	1258 16 10	1482 2 1	
665 0 0	...	...	665 0 0	307 18 8	872 18 8	1122 18 8	
7460 16 7	37 10 0	6 0 0	7504 6 7	6592 6 5	14096 13 0	17436 2 6	
150 0 0	...	...	150 0 0	74 8 1	224 8 1	278 3 4	
175 0 0	...	...	175 0 0	59 15 0	234 15 0	419 15 0	
316 8 6	...	...	316 8 6	414 0 7	730 9 1	960 19 4	
275 0 0	75	...	350 0 0	137 16 4	487 16 4	797 2 0	
669 1 5	...	...	669 1 5	175 1 10	844 3 3	1085 0 0	
1585 9 11	75 0 0	...	1660 9 11	861 1 10	2521 11 9	3540 19 8	
236 0 0	...	...	236 0 0	31 10 0	267 10 0	323 11 9	
159 17 1	...	...	159 17 1	233 10 7	393 7 8	520 14 11	
160 0 0	...	...	160 0 0	407 12 1	567 12 1	651 8 1	
125 0 0	...	...	125 0 0	65 7 11	190 7 11	219 3 11	
165 0 0	...	...	165 0 0	25 14 6	190 14 6	230 8 0	
500 0 0	...	...	500 0 0	299 6 3	799 6 3	954 12 0	
175 0 0	20 0 0	...	195 0 0	167 2 7	362 2 7	468 16 1	
40 0 0	...	...	40 0 0	53 6 1	93 6 1	201 7 10	
150 0 0	50 0 0	1 0 0	201 0 0	123 19 9	324 19 9	403 17 10	
295 0 0	...	...	295 0 0	97 5 3	392 5 3	530 18 0	
130 0 0	...	...	130 0 0	215 3 1	345 3 1	375 3 1	
...	...	...	...	154 4 9	154 4 9	177 6 3	
275 0 0	...	1 0 0	276 0 0	2142 5 10	2418 5 10	2518 5 10	
23 12 6	25 0 0	2 0 0	50 12 6	168 0 4	218 12 10	307 5 4	
515 0 0	...	...	515 0 0	2189 5 10	2704 5 10	2846 3 4	
150 0 0	...	...	150 0 0	206 13 4	356 13 4	389 18 4	
29 6 3	...	...	29 6 3	259 10 9	288 17 0	382 13 3	
98 7 1	...	2 0 0	100 7 1	903 8 11	1003 16 0	1003 16 0	
125 0 0	...	...	125 0 0	162 5 0	287 5 0	407 16 0	
166 7 0	...	...	166 7 0	10 10 10	176 17 10	216 17 7	
3518 9 11	95 0 0	6 0 0	3619 9 11	7916 3 8	11535 13 7	13130 3 5	
29882 11 0	834 12 10	76 15 0	23793 18 10	152207 9 1	176001 7 11	201925 12 10	
9723 6 9	175 10 0	...	9898 16 9	8114 2 8	18042 19 5	21263 1 10	
7460 16 7	37 10 0	6 0 0	7504 6 7	6592 6 5	14096 13 0	17436 2 6	
1585 9 11	75 0 0	...	1660 9 11	861 1 10	2521 11 9	3540 19 8	
3518 9 11	95 0 0	...	3619 9 11	7916 3 8	11535 13 7	13130 3 5	
		deducted from pensions 882 2 6	882 2 6	Model School fees 546 6 11	1438 9 5	3996 17 2	
45170 14 2	1217 12 10	970 17 6	47359 4 6	176267 10 7	223636 15 1	201292 17 5	
32997 7 7	6490 14 10	1110 0 0	40598 2 5	133734 12 4	174332 14 9	212985 7 8	
12173 6 7	...	...	6761 2 1	42532 18 3	49304 0 4	48307 9 9	
...	5273 2 0	139 2 6	...	...	...	...	

PART II.—Table Q.

THE OTHER EDUCATIONAL

MUNICIPALITIES.		COLLEGES.				ACADEMIES.		PRIVATE SCHOOLS.				TOTAL.				
		No. of Colleges.	No. of Students.	Annual Income or Legislative aid.	Amount received from Fees.	No. of private Academies.	No. of Pupils.	Amount received from Fees.	No. of Private Schools.	No. of Pupils.	No. of months open.	No. of Teachers.	Amount received from Fees.	Total Colleges, Private Schools and Academies.	Total Students & Pupils.	Total Amount received from Fees and Legislative aid.
Counties.				£ s. d.	£ s. d.		£ s. d.					£ s. d.			£ s. d.	
1	Glengarry			...	...		...	3	40	...	1	20 0 0	3	...	20 0 0	
2	Stormont			...	...		...	3	41	8	4	20 10 0	3	41	20 10 0	
3	Dundas			...	...		...		None	...	...	...		...	...	
4	Prescott			...	...		...		None	...	...	...		...	...	
5	Russell			...	...		...	1	21	12	1	9 0 0	1	21	9 0 0	
6	Carleton			...	...		...		None	...	...	...		...	...	
7	Grenville			...	...		...	2	27	4	2	11 3 9	2	27	11 3 9	
8	Leeds			...	...		...	3	100	4	3	45 0 0	3	100	45 0 0	
9	Lanark			...	...		...	3	40	5	3	20 0 0	3	40	20 0 0	
10	Renfrew			...	...	1	13	20 0 0		None	...	...		13	20 0 0	
11	Frontenac			...	...		...	2	52	7	2	20 0 0	2	52	20 0 0	
12	Addington			...	...		...	1	40	12	2	40 0 0	1	40	40 0 0	
13	Lennox			...	...		...		None	...	...	...		...	...	
14	Prince Edward			...	...		...	3	115	7	4	441 3 3	3	115	441 3 3	
15	Hastings			...	...		...	1	20	12	1	24 0 0	1	20	24 0 0	
16	Northumberland			...	...		...	5	79	6	6	52 0 0	5	79	52 0 0	
17	Durham			...	...		...	5	75	5	5	50 10 0	5	75	50 10 0	
18	Peterborough			...	...		...		None	...	...	...		...	...	
19	Victoria			...	...		...	2	40	3	1	57 10 0	2	40	57 10 0	
20	Ontario			...	...		...	3	15	5	5	5 0 0	3	15	5 0 0	
21	York			...	...		...	10	204	6	8	305 0 0	10	204	305 0 0	
22	Peel			...	...		...	2	27	11	2	44 2 0	2	27	44 2 0	
23	Simcoe			...	...		...	5	101	9	5	55 0 0	5	101	55 0 0	
24	Halton			...	...		...	8	218	5	9	314 7 6	8	218	314 7 6	
25	Wentworth			...	...		...	7	90	4	5	36 4 0	7	90	36 0 0	
26	Brant			...	...		...	6	120	6	5	71 10 0	6	120	71 10 0	
27	Lincoln			...	...		...	5	71	7	5	36 0 0	5	71	36 0 0	
28	Welland			...	...		...	26	240	3	7	153 5 0	26	240	153 5 0	
29	Haldimand			...	...		...	2	89	12	2	200 0 0	2	89	200 0 0	
30	Norfolk			...	...		...	5	116	11	6	373 10 7	5	116	373 10 7	
31	Oxford			...	...		...	3	22	12	2	26 5 0	3	22	26 5 0	
32	Waterloo			...	...		...	3	67	6	3	11 8 0	3	67	11 8 0	
33	Wellington			...	...		...	4	100	5	4	30 15 0	4	100	30 15 0	
34	Grey			...	...		...	3	60	6	3	5 0 0	3	60	5 0 0	
35	Perth			...	...		...		None	...	...	...		...	...	
36	Huron			...	...		...	1	20	6	1	...	1	20	...	
37	Bruce			...	...		...		None	...	...	...		...	...	
38	Middlesex			...	...	1	30	500 0 0	3	27	5	...	4	57	500 0 0	
39	Elgin			...	...	1	10	...	1	8	9	1	...	2	18	...
40	Kent			...	...		...	2	30	3	1	20 0 0	2	30	20 0 0	
41	Lambton			...	...		...	2	24	7	2	15 15 10	2	24	15 15 10	
42	Essex			...	...		...	5	113	5	7	126 5 10	5	113	126 5 10	
Total				...	...	3	53	520 0 0	140	2412	7	121	2620 6 9	143	2465	3140 6 9
Cities.																
1	Toronto	6	600	19533 0 0	3400 0 0	6	300	1000 0 0	8	150	...	...	300 0 0	20	1050	24233 0 0
2	Hamilton			...	...	1	80	800 0 0	17	600	...	...	700 9 0	18	680	1500 9 0
3	Kingston	2	215	1750 0 0	3576 0 0	2	70	300 0 0	14	560	...	...	600 0 0	16	845	6226 0 0
4	London			...	...	1	70	400 0 0	3	523	11	7	243 0 0	4	593	643 0 0
5	Ottawa	1	56	300 0 0	200 0 0		...	...	7	210	...	...	400 0 0	8	266	900 0 0
Total		9	871	21583 0 0	7176 0 0	10	520	2500 0 0	49	2043	11	7	2243 9 0	68	3434	33502 9 0

INSTITUTIONS OF UPPER CANADA, 1855.

PART II.—Table Q.—(Continued.)

MUNICIPALITIES.		COLLEGES.				ACADEMIES.		PRIVATE SCHOOLS.				TOTAL.				
		No. of Colleges.	No. of Students.	Annual Income or Legislative aid.	Amount received from Fees.	No. of private Academies.	Amount received from Fees.	No. of Private Schools.	No. of Pupils.	No. of months open.	No. of Teachers.	Amount received from Fees.	Total Colleges, Private Schools, and Academies.	Total Students & Pupils.	Total Amount received from Fees and Legislative aid.	
Towns.																
1	Belleville	1	N.R.	£ 500 0 0	£ s. d.		£ s. d.	3	117	11	8	£ s. d.	3	117	£ s. d.	
2	Brantford			...	...		...	5	80	12	10	...	5	80	...	
3	Brockville			...	...		...	6			7	...	6		...	
4	Chatham			...	...		...	2	70	12	3	250 0 0	2	70	250 0 0	
5	Cobourg	1	229	750 0 0	950 0 0	4	110	2	55	12	3	55 0 0	7	394	1984 0 0	
6	Cornwall			...	...		...					...			...	
7	Dundas			...	...		...	4	150	12	7	250 ...	4	150	250 0 0	
8	Goderich			...	...		...	4	46	6	4	115 ...	4	46	115 0 0	
9	Niagara			...	...	1	50	2	25	3		...	3	75	200 0 0	
10	Perth			...	...		...	2	40			60 0 0	2	40	60 0 0	
11	Peterboro'			...	...		...	3	70			160 0 0	3	70	160 0 0	
12	Picton			...	...		...	1	35	12	1	35 0 0	1	35	35 0 0	
13	Port Hope			...	...		...	8	137	9	9	314 0 0	8	137	314 0 0	
14	Prescott			...	...		...	2	100	12	3	...	2	100	...	
15	St. Catharines			...	...		...	7	160	12	8	490 0 0	7	160	490 0 0	
16	Whitby			...	...		...	2	35	12	1	45 0 0	2	35	45 0 0	
Total		2	229	1250 0 0	950 0 0	5	160	53	1120	6	64	2139 0 0	59	1509	4539 0 0	
Town Mun'palities.																
1	Amherstburgh			...	...		...	2	78	11	2	78 0 0	2	78	78 0 0	
2	Barrie			...	...		...	2	60			...	2	60	...	
3	Guelph			...	...		...	5	300		8	...	5	300	...	
4	Simcoe			...	...	4	84	405 0 0				...	4	84	405 0 0	
5	Woodstock			...	...		...	1	18		2	100 0 0	1	18	100 0 0	
Total				...	...	4	84	405 0 0	10	456	11	12	178 0 0	14	540	583 0 0
Villages.																
1	Berlin			...	...		...	1	12	12	1	100 0 0	1	12	100 0 0	
2	Bowmanville			...	...	5	180	250 0 0	1	8	1	...	6	188	250 0 0	
3	Brampton			...	...		...	2	31	8		54 0 0	2	31	54 0 0	
4	Caledonia			...	...		...					...			...	
5	Chippewa			...	...		...	3	52	10	3	116 0 0	3	52	116 0 0	
6	Galt			...	...		...	1	30	12	1	60 0 0	1	30	60 0 0	
7	Ingersoll			...	...		...	2	50	9	2	...	2	50	...	
8	Napanee			...	...		...	2			2	...	2		...	
9	Oshawa			...	...		...	2	66	6	3	180 0 0	2	66	180 0 0	
10	Paris			...	...		...	2	60	9	2	...	2	60	...	
11	Preston			...	...		...					...			...	
12	St. Mary's			...	...		...					...			...	
13	St. Thomas			...	...		...	3	50	12	4	...	3	50	...	
14	Smith's Falls			...	...		25 0 0					...			...	
15	Stratford			...	...	1	30					...	1	30	25 0 0	
16	Thorold			...	...		...	2	40	12	3	100 0 0	2	40	100 0 0	
17	Trenton			...	...		...	1	20	3	1	5 0 0	1	20	5 0 0	
18	Vienna			...	...		...	1	12	3	1	...	1	12	...	
19	Windsor			...	...		...	2	30	9	2	...	2	30	...	
20	Yorkville			...	...		...	1	40	12	2	150 0 0	1	40	150 0 0	
Total				...	...	7	236	275 0 0	26	500	7	28	765 0 0	33	736	1040 0 0
1	Grand Total, 1855...	10	1100	22533 0 0	8126 0 0	29	1053	3900 0 0	278	3531	8	232	7945 15 9	317	8684	12804 15 9
2	Grand Total, 1854...	9	806	16421 12 7	2700 0 0	19	866	4120 0 0	186	1607	N.R.	N.R.	8333 15 5	214	6279	31575 8 0
1	Increase	1	294	6412 12 7	5426 0 0	10	187		92	1924			103	2405	11229 7 9	
2	Decrease						220 0 0					387 19 8				

PART II.—Table R.

THE EDUCATIONAL SUM-

MUNICIPALITIES. OF UPPER CANADA.		COMMON SCHOOLS.		
		No. of Common Schools.	No. of Common School pupils.	Amount expended for Common School purposes during 1855.
<i>Counties.</i>				<i>£ s. d.</i>
1 Glengarry.....	55	3222	1882	17 4
2 Stormont.....	65	3381	2096	10 9
3 Dundas.....	70	3707	2570	9 3
4 Prescott.....	51	2365	1588	7 9
5 Russell.....	15	658	574	8 8
6 Carleton.....	89	4902	4257	6 3
7 Grenville.....	84	4854	3296	1 1
8 Leeds.....	135	8023	7186	12 10
9 Lanark.....	107	6575	5339	12 4
10 Renfrew.....	42	2374	2029	3 7
11 Frontenac.....	72	3976	2958	7 6
12 Addington.....	67	3855	2943	6 3
13 Lennox.....	42	2020	1299	6 6
14 Prince Edward.....	93	5160	5134	12 8
15 Hastings.....	124	8065	6551	17 11
16 Northumberland.....	113	6742	5781	4 6
17 Durham.....	95	7301	7013	1 4
18 Peterborough.....	50	3517	3434	9 3
19 Victoria.....	49	2990	2465	10 10
20 Ontario.....	99	8120	7777	3 8
21 York.....	136	11705	11105	2 3
22 Peel.....	76	5899	5992	3 7
23 Simcoe.....	100	6565	6552	17 7
24 Wentworth.....	72	5530	4768	19 7
25 Halton.....	54	4346	6253	13 6
26 Brant.....	71	5543	5772	16 9
27 Lincoln.....	75	5304	5841	9 10
28 Welland.....	82	5237	5158	18 9
29 Haldimand.....	75	4501	5480	4 3
30 Norfolk.....	102	6083	5480	4 3
31 Oxford.....	110	8956	8439	1 4
32 Waterloo.....	83	7513	8011	18 11
33 Wellington.....	75	6572	5238	11 0
34 Grey.....	59	3476	3012	3 6
35 Perth.....	53	4310	5676	9 2
36 Huron.....	74	5647	4681	4 6
37 Bruce.....	15	882	1163	16 1
38 Middlesex.....	138	8769	8779	1 7
39 Elgin.....	111	7041	8158	16 8
40 Kent.....	78	4829	5644	10 10
41 Lambton.....	67	3279	4201	7 9
42 Essex.....	51	3443	4037	15 7
<i>Cities.</i>				
1 Toronto.....	14	4087	7171	8 0
2 Hamilton.....	8	3026	5575	5 10
3 Kingston.....	10	2932	1618	15 5
4 London.....	2	1823	1544	3 9
5 Ottawa.....	16	1091	1285	5 0
1 Grand Total for 1855.....	3325	227864	224818	13 8
2 Grand Total for 1854.....	3244	204163	195624	3 6
1 Increase.....	81	23696	29194	10 2
2 Decrease.....				

MARY FOR THE YEAR 1855.

PART II.—Table R.

GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			Amount expended for		GRAND TOTAL.								
No. of Grammar Schools.	No. of Grammar School pupils.	Amount expended for Grammar School purposes during 1855.	No. of other Educational Institutions.	No. of their pupils.	Amount received by other Educational Institutions during 1855.	Superannuated Teachers, Libraries, Normal School Students and Poor Schools.	Total No. of Educational Institutions.	Total No. of pupils attending them.	Total Amount expended for Educational purposes during 1855.							
		£ s. d.			£ s. d.	£ s. d.			£ s. d.							
1	1	58	126	0	0	3	40	20	0	0	59	3320	2237	1	1	
2	1	29	283	12	7	3	41	20	10	0	69	3451	2601	13	4	
3	1	94	229	17	6	...	...	55	0	0	71	3801	2855	6	9	
4	2	107	178	7	6	...	...	95	19	4	53	2472	1895	19	4	
5	...	...	...	...	...	1	21	9	0	0	16	679	618	8	8	
6	1	62	143	16	3	...	...	42	0	0	90	4964	4433	2	6	
7	2	114	334	18	2	4	127	11	3	9	90	5095	3860	6	5	
8	2	77	485	19	2	...	100	45	0	0	146	8200	7860	7	0	
9	4	229	575	5	8	6	110	105	0	0	117	6914	6428	0	6	
10	...	...	...	...	...	1	13	20	0	0	44	2447	2122	7	6	
11	...	...	...	...	...	...	52	20	0	0	74	4028	2990	2	6	
12	1	173	279	8	11	1	40	40	0	0	70	3156	3319	3	11	
13	1	88	113	6	7	2	...	10	0	0	45	2108	1422	13	1	
14	3	73	236	2	2	4	150	476	3	3	100	5383	5873	8	1	
15	3	270	694	1	2	5	157	894	9	0	134	8512	8101	9	1	
16	3	130	460	8	2	12	473	2036	0	0	128	7346	7768	17	8	
17	3	93	356	18	9	17	400	614	10	0	116	7794	7999	12	11	
18	2	136	268	0	0	2	70	160	0	0	52	3653	3833	12	11	
19	...	...	...	...	...	2	40	57	10	0	51	3030	2542	14	7	
20	2	115	381	2	6	14	299	530	5	0	115	8455	9197	11	2	
21	2	140	460	8	4	11	244	455	0	0	149	12089	12125	3	1	
22	2	64	290	17	6	4	63	98	2	0	82	6026	6402	13	1	
23	2	53	316	12	1	7	161	55	0	0	109	6779	7024	19	3	
24	2	142	143	0	0	11	240	286	0	0	85	5912	5339	9	7	
25	1	20	202	17	6	8	218	314	7	6	63	4584	6776	3	6	
26	2	71	415	13	1	13	260	...	...	...	86	5874	6238	9	10	
27	3	149	814	2	2	15	308	726	0	0	93	5759	7572	7	0	
28	...	...	...	...	...	51	332	369	5	0	113	5569	5610	3	3	
29	...	...	...	...	...	2	89	200	0	0	77	4590	5692	14	3	
30	1	64	235	8	6	9	200	778	10	7	112	6347	6413	14	10	
31	2	61	367	12	2	6	90	105	0	0	118	10107	8981	13	6	
32	2	115	376	8	0	5	109	171	8	0	90	7737	8559	14	11	
33	2	96	416	7	6	9	400	30	15	0	86	7068	5722	8	6	
34	...	...	...	...	...	3	60	5	0	0	62	3536	3042	3	6	
35	1	56	1049	3	9	1	26	...	...	...	55	4392	6764	2	11	
36	1	90	326	3	4	5	66	115	0	0	80	5893	5337	17	10	
37	...	...	...	...	...	...	...	77	10	0	15	882	1241	6	1	
38	...	...	...	...	...	4	87	500	0	0	141	8796	9371	9	3	
39	2	82	490	16	10	6	70	...	...	...	118	7193	8629	9	9	
40	1	60	253	9	9	4	100	270	0	0	83	4989	6329	11	1	
41	1	70	169	11	8	2	24	15	15	10	70	3373	4386	16	3	
42	1	40	130	7	6	9	221	204	5	10	61	3704	4440	8	11	
1	1	203	913	14	10	20	1050	24233	0	0	35	5340	32388	7	10	
2	1	56	125	0	0	18	680	1500	9	0	27	3762	7291	4	10	
3	1	65	363	13	0	18	845	6226	0	0	29	3842	8526	12	1	
4	1	87	446	5	9	4	593	643	0	0	7	2503	2943	18	9	
5	1	94	255	5	0	8	266	900	0	0	25	1451	2440	10	0	
						For salaries and contingencies of the Normal and Model Schools		3104	14	8	Normal and Model Schools	3	643	3104	14	8
1	65	3726	13535	1	4	317	8694	42804	15	9	3710	240817	288998	13	8	
2	64	4287	11758	8	11	214	6279	31575	8	0	3519	214186	239128	11	3	
1	1	...	1776	12	5	103	2405	11229	7	9	191	26631	49870	2	5*	
2	...	561	...	...	...	...	...	...	...	...	...	...	...	...	...	

* From this increase the sum of £12,533 7s. 1d. is to be deducted, as the Expenditures under that head were not reported in 1854.

PART II.—Table S.—A GENERAL STATISTICAL ABSTRACT exhibiting the comparative Colleges, Academies, Private, Grammar, Common, Normal and Model Schools, during

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.	1846.
1	Population of Upper Canada during the years	486,055	No Reports for this year were received, in consequence of a change in the School Law.	...	*622,570	...
2	Population between the ages of 5 and 16 years	141,143		183,539	202,913	204,589
3	Colleges in operation.....	5		5	5	5
4	County Grammar Schools and Academies.....	*25		*25	*30	*31
5	Private Schools reported.....	*44		*60	*65	*80
6	Normal and Model Schools for Upper Canada.....	...		...	...	...
7	Total Common Schools in operation as reported	1,721		2,610	2,736	2,589
8	Grand Total Educational Establishments in operation in Upper Canada	1,795		2,700	2,836	2,705
9	Free Schools reported in operation	No Reports.		No Reports.	No Reports.	No Reports.
10	Total Students attending Colleges and Universities	Do		Do	Do	Do
11	Total Pupils attending Academies and County Grammar Schools.....	Do		Do	Do	Do
12	Total Pupils attending Private Schools.....	Do		Do	Do	Do
13	Total Students and Pupils attending Normal and Model Schools for Upper Canada.....	Do		Do	Do	Do
14	Total Pupils attending the Common Schools of Upper Canada	65,978		96,756	110,002	101,912
15	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private and Common Schools.....	65,978		96,756	110,002	101,912
16	Total Amount Paid for the Salaries of Common School Teachers in Upper Canada	£41,500		£51,714	£71,514	£67,906
17	Total Amount available for the erection or repairs of Common School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.....	No Reports.		No Reports.	No Reports.	No Reports.
18	Grand Total available for Common School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus	Do		Do	Do	Do
19	Amount received by other Educational Institutions.....	Do		Do	Do	Do
20	Grand Total available for Educational purposes in Upper Canada	Do		Do	Do	Do
21	Total Common School Teachers in Upper Canada.....	...		...	2,860	2,925
	Total Male do do	...		...	...	...
	Total Female do do	...		...	...	...
22	Average number of Months each Common School has been kept open by a qualified Teacher	...		7½	8	8½

* An Approximation only—no specific information having been received by the Department.

† A decrease—caused by the introduction of an Entrance Examination for the Grammar Schools.

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete; but since that period they Returns are now pretty extensive, and embrace all Institutions of Learning from the Common School up to the private than official, which should not be the case. The Annual Report of a Department of Public Instruction should Primary, Intermediate and Superior.

STATE AND PROGRESS OF EDUCATION IN UPPER CANADA, as connected with Universities, the years 1842 to 1855, inclusive. Compiled from returns in the Educational Department.

No.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.
1	...	725,879	...	803,403	950,551	953,239	...	...	...
2	230,975	241,102	253,364	259,258	258,607	262,755	268,967	277,912	297,623
3	6	6	7	7	7	8	8	9	10
4	33	33	39	57	70	74	79	84	94
5	96	117	157	224	159	167	174	186	227
6	2	2	2	2	2	3	3	3	
7	2,727	2,800	2,871	3,059	3,001	3,010	3,127	3,244	3,325
8	2,863	2,958	3,076	3,349	3,239	3,258	3,391	3,515	3,710
9	No Reports.	No Reports.	No Reports.	252	855	901	1,052	1,177	1,211
10	700	740	773	684	632	751	756	806	1,100
11	1,000	1,115	1,120	2,070	2,800	3,194	3,839	5,153	4,779†
12	1,831	2,345	3,648	4,663	3,948	5,133	3,822	4,607	6,531
13	...	256	400	370	356	645	735	622	643
14	124,829	130,739	133,465	151,891	168,159	179,587	194,736	204,168	227,864
15	131,360	135,295	144,406	159,678	175,895	189,310	203,986	217,356	240,817
16	£77,599	£86,069	£88,478	£88,429	£97,827	£107,237	£122,441	£144,717	£170,027
17	No Reports.	No Reports.	No Reports.	£14,189	£19,334	£25,094	£32,018	£43,868	£54,791
18	Do	Do	Do	£102,619	£121,384	£139,085	£161,769	£195,624	£224,818
19	Do	Do	Do	...	£32,834	£36,989	£37,526	£43,504	£64,180†
20	Do	Do	Do	...	£154,213	£176,074	£199,674	£239,128	£288,998
21	3,028	3,177	3,209	3,476	3,277	3,388	3,539	3,539	3,565
	2,365	2,507	2,505	2,697	2,551	2,541	2,601	2,508	2,568
	663	670	704	779	726	847	938	1,031	997
22	8½	9	9½ 30	9½ 11	9½	9½	9½	9½ 30	9½

† Including Grammar and Normal Schools, &c.

have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The University; but hitherto the sources of information regarding this latter class of Institutions have been rather present, in one comprehensive tabular view, the actual state and progress of *all* our Educational Institutions—

PART II.—Table T.

THE GRANTS TO GRAMMAR, COMMON

Statement No. 1.—THE LEGISLATIVE APPORTIONMENT TO COMMON SCHOOLS, 1855.

MUNICIPALITIES.	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPORTIONMENT.		
			To Common Schools.	To Separate Schools.	Total.
<i>Counties.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stormont, Dundas and Glengarry	1209 19 7	...	1186 15 8	23 3 11	1209 19 7
Prescott and Russell	355 0 0	5 10 0	355 0 0	5 10 0	360 10 0
Carleton	598 15 6	...	598 15 6	...	598 15 6
Leeds and Grenville	1184 19 6	3 15 0	1174 6 10	14 7 8	1188 14 6
Lanark and Renfrew	826 9 3	20 6 0	846 15 3	...	846 15 3
Frontenac, Lennox and Addington	987 5 7	23 3 8	996 19 3	13 10 0	1010 9 3
Prince Edward	437 15 6	5 10 0	437 15 6	5 10 0	443 5 6
Hastings	761 11 6	...	695 11 6	6 0 0	701 11 6
Northumberland and Durham	1340 14 9	8 0 0	1340 14 9	8 0 0	1348 14 9
Peterborough and Victoria	690 1 0	...	690 1 0	...	690 1 0
Ontario	743 9 9	...	743 9 9	...	743 9 9
York and Peel	1808 12 6	...	1796 2 6	12 10 0	1808 12 6
Simcoe	716 17 0	22 11 4	739 9 1	...	739 9 1
Halton	448 15 9	...	448 15 9	...	448 15 9
Wentworth	598 15 0	...	598 15 0	...	598 15 0
Brant	431 0 9	...	431 0 9	...	431 0 9
Lincoln and Welland	895 6 0	...	895 6 0	...	895 6 0
Haldimand	432 4 11	11 18 1	436 3 0	8 0 0	444 3 0
Norfolk	529 5 9	...	529 5 9	...	529 5 9
Oxford	729 18 0	10 0 0	729 18 0	10 0 0	739 18 0
Waterloo	600 2 6	...	578 16 9	21 5 9	600 2 6
Wellington	591 0 6	15 2 3	592 2 9	24 0 0	606 2 9
Grey	344 16 9	...	344 16 9	...	344 16 9
Perth	348 10 9	2 10 0	348 10 9	2 10 0	351 0 9
Huron and Bruce	520 12 11	40 11 4	561 4 3	...	561 4 3
Middlesex	821 14 3	...	806 15 10	14 18 5	821 14 3
Elgin	584 8 3	...	584 8 4	...	584 8 3
Kent	419 9 6	...	419 9 6	...	419 9 6
Lambton	315 7 6	9 0 0	324 7 3	...	324 7 3
Essex	357 11 11	19 10 7	360 2 6	17 0 0	377 2 6
<i>Cities.</i>					
Toronto	792 10 0	...	542 10 0	250 0 0	792 10 0
Hamilton	383 10 6	...	383 10 6	...	383 10 6
Kingston	369 14 7	...	261 10 0	108 4 7	369 14 7
London	200 10 0	...	200 10 0	...	200 10 0
Ottawa	210 0 0	...	210 0 0	...	210 0 0
<i>Towns.</i>					
Bellefleur	109 12 3	...	72 2 9	37 10 0	109 12 3
Brantford	105 0 0	...	85 0 0	20 0 0	105 0 0
Brockville	96 5 0	...	71 5 0	25 0 0	96 5 0
Chatham	60 2 6	...	35 2 6	25 0 0	60 2 6
Cobourg	90 1 9	...	90 1 9	...	90 1 9
Cornwall	41 13 0	...	41 13 0	...	41 13 0
Dundas	85 12 0	...	85 12 0	...	85 12 0
Goderich	40 10 3	...	40 10 3	...	40 10 3
Niagara	83 4 6	...	58 4 6	25 0 0	83 4 6
Perth	53 15 0	...	38 15 0	15 0 0	53 15 0
Peterborough	57 10 0	...	37 10 0	20 0 0	57 10 0
Pictou	38 4 6	3 5 0	34 19 6	6 10 0	41 9 6
Port Hope	71 7 3	...	71 7 3	...	71 7 3
Prescott	52 10 0	...	33 10 0	20 0 0	52 10 0
St. Catharines	110 15 3	...	110 15 3	...	110 15 3
Whitby	...	In County	Apportionment.	...	...
<i>Town Municipalities.</i>					
Amherstburgh	52 16 0	...	34 0 0	18 10 0	52 10 0
Barrie	35 0 0	...	35 0 0	...	35 0 0
Guelph	60 10 3	...	48 0 3	12 10 0	60 10 3
Simcoe	41 2 6	...	41 2 6	...	41 2 6
Woodstock	57 16 9	...	57 16 9	...	57 16 9
<i>Villages.</i>					
Berlin	31 1 9	...	31 1 9	...	31 1 9
Bowmanville	47 7 3	...	47 7 3	...	47 7 3
Brampton	23 16 0	...	23 16 0	...	23 16 0
Caledonia	28 16 0	...	28 16 0	...	28 16 0
Chippewa	29 18 6	...	29 18 6	...	29 18 6
Galt	55 5 9	...	55 5 9	...	55 5 9
Ingersoll	36 13 6	...	36 13 6	...	36 13 6
Napanee	28 1 9	...	28 1 9	...	28 1 9
Oshawa	27 2 6	...	27 2 6	...	27 2 6
Paris	53 12 9	...	53 12 9	...	53 12 9
Preston	30 0 0	...	30 0 0	...	30 0 0
St. Mary's	23 1 6	...	23 1 6	...	23 1 6
St. Thomas	...	34 7 9	34 7 9	...	34 7 9
Smith's Falls	23 12 6	...	23 12 6	...	23 12 6
Stratford	21 17 6	...	21 17 6	...	21 17 6
Thorold	33 5 0	...	24 15 0	8 10 0	33 5 0
Trenton	29 6 3	...	29 6 3	...	29 6 3
Vienna	27 1 0	...	27 1 0	...	27 1 0
Windsor	...	21 17 6	21 17 6	...	21 17 6
Yorkville	34 15 0	...	34 15 0	...	34 15 0
Total	24454 15 9	256 18 6	23933 13 11	778 0 4	24711 14 3

AND POOR SCHOOLS IN UPPER CANADA, 1855.

PART II.—Table T.

Statement No. 2.—THE UPPER CANADA GRAMMAR SCHOOL FUND FOR THE YEAR 1855.

COUNTY MUNICIPALITIES.	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPORTIONMENT.	COUNTY MUNICIPALITIES.	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPORTIONMENT.
	£ s. d.	£ s. d.	£ s. d.	(Continued.)	£ s. d.	£ s. d.	£ s. d.
Stormont, Dundas and Glengary	350 0 0	9 0 7	359 0 7	Brant	225 0 0	18 0 6	243 0 6
Prescott and Russell	137 10 0	37 12 8	175 2 8	Lincoln and Welland	340 0 0	7 11 0	347 11 0
Carleton	240 0 0	38 12 2	278 12 2	Haldimand	180 0 0	205 13 8	205 13 8
Leeds and Grenville	310 0 0	76 17 2	386 17 2	Norfolk	230 0 0	39 14 1	219 14 1
Lanark and Renfrew	236 16 0	69 16 4	306 12 4	Oxford	230 0 0	53 11 10	283 11 10
Frontenac, Lennox and Addington	400 0 0	2 18 8	402 18 8	Waterloo	125 0 0	124 5 5	249 5 5
Prince Edward	151 0 0	55 4 6	206 4 6	Wellington	250 0 0	0 14 7	250 14 7
Hastings	244 10 0	35 7 5	279 17 5	Grey	120 0 0	174 6 11	174 6 11
Northumberland & Durham	400 0 0	48 10 7	448 10 7	Perth	180 0 0	67 8 10	187 8 10
Peterboro' and Victoria	260 0 0	51 5 7	311 5 7	Huron and Bruce	160 0 0	43 18 11	223 18 11
Ontario	200 0 0	06 6 9	206 6 9	Middlesex	220 0 0	104 8 7	324 8 7
York and Peel	630 0 0	63 13 3	693 13 3	Elgin	190 0 0	52 19 7	242 19 7
Simcoe	230 0 0	22 16 0	252 16 0	Kent	150 0 0	48 5 4	198 5 4
Halton	180 0 0	23 1 3	203 1 3	Lambton	120 0 0	47 14 6	167 14 6
Wentworth	225 0 0	114 14 7	339 14 7	Essex	75 0 0	119 11 11	194 11 11
				Unapportioned	...	...	70 0 5
				Total	6539 16 0	1822 3 5	8431 19 10

Statement No. 3.—SPECIAL AID OF COMMON SCHOOLS IN NEW AND POOR TOWNSHIPS IN UPPER CANADA, IN 1855

MUNICIPALITIES.	AMOUNT.		MUNICIPALITIES.	AMOUNT.	
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Dundas:			Norfolk:		
Winchester		18 0 0	Houghton		5 0 0
Prescott:			Grey:		
Plantagenet North		18 0 0	Euphrasia		8 0 0
Russell:			Perth:		
Russell		18 0 0	Elma		8 0 0
Carleton:			Huron:		
Osgoode		6 0 0	Ashfield	5 0 0	
Lanark:			Biddulph	8 0 0	
Darling	6 0 0		Hay	17 10 0	
Dalhousie	10 0 0		Hullett	15 0 0	
Sherbrooke South	6 0 0		McGillivray	8 0 0	
		22 0 0	McKillop	3 0 0	
Renfrew:			Stanley	5 0 0	
Brougham and Grattan		18 0 0	Stephen	5 0 0	
Lennox:			Wawanosh	10 0 0	76 10 0
Richmond		10 0 0	Bruce:		
Hastings:			Saugeen	15 0 0	
Tyendinaga		12 10 0	Brant	7 10 0	
Ontario:			Carrick	7 10 0	
Mara and Rama		10 0 0	Culross	7 10 0	
York:			Greenock	7 10 0	
Scarborough	5 0 0		Bruce	7 10 0	
			Huron	7 10 0	
Simcoe:			Kincaidine	10 0 0	
Medonté	6 0 0		Kinloss	7 10 0	77 10 0
Welland:			Kent:		
Wainfleet	5 0 0		Raleigh		6 0 0
Haldimand:			Essex:		
Cayuga North	12 10 0		Anderdon	17 10 0	
			Tilbury West	12 10 0	30 0 0
					872 0 0

PART II.—Table U.

THE ACCOUNTS OF THE EDUCATION DEPARTMENT FOR THE YEAR 1855.

PART II.—Table U.

Statement No. 1.—LEGISLATIVE GRANT TO COMMON SCHOOLS.

1855.	RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
		£ s. d.	£ s. d.		£ s. d.	£ s. d.
	To proportion of Warrant for this service	24642 10 6		By Payments.....	24454 15 9	
				" Balance in course of payment	187 14 9	
						24642 10 6

Statement No. 2.—COMMON SCHOOLS IN NEW AND POOR TOWNSHIPS.

1855.	RECEIPT.	AMOUNT.		EXPENDITURE.	AMOUNT.	
		£ s. d.	£ s. d.		£ s. d.	£ s. d.
	To proportion of Warrant for this service.....	500 0 0		By Payments as per Table T.....	372 0 0	
				" Balance	128 0 0	
			500 0 0			500 0 0

Statement No. 3.—PUBLIC SCHOOL LIBRARIES, MAPS AND APPARATUS.

1855.	RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
		£ s. d.	£ s. d.		£ s. s.	£ s. d.
	To Warrants.....			By Books, Maps and Apparatus purchased in London, Edinburgh, Glasgow, Dublin, Paris, New York, Philadelphia and Boston.....	6823 7 1	
	" Municipalities, as per Table M. ....£1217 12 10			" Paid for Map Mounting in Toronto	274 0 9	
	" Institutes..... 107 1 11	1324 14 9		" Paid publishers for boxes and packing the above	149 1 3	7087 7 10
	Deduct this amount charged last year, being moneys received in 1854 for libraries sent in 1855	669 12 5	655 2 4	" Freight, commission and wharfage on ditto	604 9 0	
	" Normal and Model Schools for libraries during the year		200 0 0	" Printing and other Toronto expenses	243 14 9	
	" Sales in Depository of Text Books, Maps, &c. This amount appropriated for library books, but expended in Maps	2007 5 8		" Balance		997 5 0
	" Books returned to publishers and discount obtained	3 15 1	2011 0 9			815 4 1
			43 13 10			
			8909 16 11			8909 16 11

PART II.—Table U.—(Continued.)

Statement No. 4.—SUPERANNUATED TEACHERS.

	RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
		£ s. d.	£ s. d.		£ s. d.	£ s. d.
1855.	To Warrants				2515 0 1	
	“ Subscriptions as per Table O.	882 2 6	1500 0 0	By pensions paid as per Table O.	360 3 9	2154 16 4
	“ Less received in 1856	131 14 2		“ Less paid in 1856		2 0 0
	“ Subscriptions from teachers not yet superannuated		750 8 4	“ Subscriptions returned		182 7 0
			88 15 0	“ Balance		
			2339 3 4			2339 3 4

Statement No. 5.—JOURNAL OF EDUCATION.

	RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
		£ s. d.	£ s. d.		£ s. d.	£ s. d.
1855.	To Warrant					
	“ Subscriptions	450 0 0		By Printing and Mailing Journal of Education for 1855, and for the miscellaneous expenses of the publication	520 18 3	520 18 3
	“ Balance	41 7 6				
		29 10 9	520 18 3			

Statement No. 6.—PROVINCIAL LIBRARY AND MUSEUM.

1855—Warrant	£500 0 0
Expended in Europe for objects of art, and charged in account of 1856.	

N. B.—Normal School account on page 170.

STATISTICS OFFICE
DEPT. OF EDUCATION

PART II.—Table U.—(Continued.)

Statement No. 7.—PROMOTION OF SCHOOL ARCHITECTURE AND PRACTICAL SCIENCE.

1855.—Warrant	£200 0 0
Expended in Europe for Scientific Apparatus, Models, &c., and charged in account of 1856.	

Statement No. 8.—GRAMMAR SCHOOL FUND.

RECEIPT.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	£	s. d.		£	s. d.
1855. To Warrant	7483	10 0	1855. By Payments	6539	16 0
			" Balance in course of payment	943	14 0
				7483	10 0

Statement No. 9.—MODEL GRAMMAR SCHOOL, AND EXAMINERS AND INSPECTORS FOR THE GRAMMAR SCHOOLS.

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	£	s. d.		£	s. d.
1855. To Proportion of Warrant for Model Grammar School, &c.	2000	0 0	1855. By T. J. Robertson, Esq., Inspector of Grammar Schools and Chairman of the Committee of Examiners	125	0 0
" Proportion of Warrant for Inspectors	250	0 0	" Rev. W. Ormiston, M. A., Inspector of Grammar Schools and Secretary of the Committee of Examiners	125	0 0
			" F. W. Barron, Esq., M. A., Examiner	90	0 0
			" Balance	1980	0 0
				2250	0 0

APPENDIX TO THE ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS
IN UPPER CANADA,
FOR THE YEAR 1855.

Appendix A.

EXTRACTS FROM THE REPORTS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS AND BOARDS OF SCHOOL TRUSTEES IN UPPER CANADA, RELATIVE TO THE STATE AND PROGRESS OF ELEMENTARY EDUCATION, IN THEIR RESPECTIVE TOWNSHIPS, CITIES, TOWNS AND VILLAGES FOR THE YEAR 1855.

I. COUNTY OF GLENGARRY.

1. *William L. Frazer, Esq., Charlottenburgh*: "I regret that the operations of our schools, in the township of Charlottenburgh, during the past year, have not been characterized by that efficiency which the friends of education, and general improvement would have desired. One very great drawback to a progressive movement is the want of efficient teachers. This arises from various causes. It may be seen in the want of encouragement by way of remuneration; a miserly selfishness; a limited sense of duty; and a crippled state of ability, caused frequently by local dissensions, and illiberal sectional legislation. Another cause of inefficiency is to be found in the system of granting certificates to those whose qualifications do not warrant it: this will especially apply to third class certificates; a class that should be entirely abolished; for no one, unless under peculiar circumstances should be allowed to assume the office of teaching who holds no higher than a third class qualification. Our common school system will not have attained perfection, until the property tax be the only mode of sustaining its operations, and coercive measures be added to secure universal attendance. These provisions, with competent teachers cannot fail in giving character to our educational efforts; which otherwise can scarcely be attained. If the people in general would better inform themselves on the subject of education, and the provisions and workings of the school law, a

great hindrance to the progress of intellectual improvement would be removed. The prejudices still existing in the minds of many against the free school system, continue to characterize local feeling, and affect its harmony. We are at present behind many other townships, both in the matter of free schools and school libraries; there being but one library, as yet, established in this township, and that in the school section in which I reside."

2. *Angus McDonell, Esq., Kenyon*: "In forwarding my report, it gives me much pleasure to be able to state with confidence, that the pupils of the several schools in operation during the whole, or part, of the year have made satisfactory progress in their different studies over that of last year. Trustees seem more anxious to have the schools in operation for the whole year. All the schools in this township, but one, would have been in operation for the whole year, could teachers have been obtained. Our schools have been chiefly conducted by young men of sober and steady habits, holding second class certificates of qualification—so that I consider the prospects encouraging. I must confess, however, that a few smart lads, fresh from the Normal School, interspersed here and there, would be the means of making our schools more efficient, and raising them to a standard higher than they have yet attained. Greater desire is manifested by parents and trustees, that sound instruction be imparted to the rising generation, and that a higher remuneration be given to competent teachers for their services. There is no desire on the part of Protestants or Roman Catholics to have separate schools in this township. Accept my best thanks for the valuable books you have presented to me for my guidance; and those of the trustees for the valuable manual you have presented to them, in which their powers, duties, and responsibilities are clearly defined; and for the *Journal of Education*, which is sent monthly to each school section."

3. *William McEdwards, Esq., Lancaster*: "I have much pleasure in stating that the desire for education in this township increases; and progress although slow, is satisfactory. The Free School system is commonly adopted. But much yet remains to be done, and until such time as our legislators will devise ways and means to put an end to the excitement and disquietude occasioned by diversity of opinion, respecting the mode of supporting the schools, and establish a universal system of taxation for all school purposes, no regular progress can be expected. Good teachers are very scarce, especially those holding 1st and 2nd class certificates. The trustees and people in general are beginning to see the necessity of augmenting the salaries, in order to obtain properly qualified teachers, in place of those offering their services for half the ordinary wages, whose low attainments and inefficiency compel a change almost every six months, and are the causes of popular discontent."

4. *The Reverend John R. Meade, Lochiel*: "The system of education adopted this year is partly free, and partly by taxation. The philosopher's adage *Quot sunt capita, tot sunt sententiæ* may with propriety be made use of here. It is difficult to please all parties; those who have children to send to school are for the free system, and others who have none are opposed to it. Had there been a uniform system of ins-

truction pursued for a number of years, it would not give room to so much cavilling and frivolous objections, but when people are not inclined to avail themselves of the blessings of education, and prefer remaining in a rude, uncultivated state, rather than refine and polish the human intellect, arguments will have little avail. I know well that there is yet much to be done ; there are still unfortunately too many children destitute of the advantages of education, either through the apathy of parents ; or because their services are needed ; or for other reasons not mentioned. The work is only half finished as long as any children in the country remain destitute of the blessings of a solid, moral and christian education. Those who devote themselves to the education of youth should undergo a special and uniform training, which would afterwards contribute to introduce into the schools a greater degree of uniformity, and would thus facilitate the progress of the pupils. With the progress we are making every year, we hope to be able ultimately to compete with the educational and moral training (under your auspices) of any other part of the Western Hemisphere. Accept my thanks, and those of the trustees for your excellent *Journal of Education*."

II. COUNTY OF STORMONT.

5. *Nadab Eastman, Esq., Cornwall* : " In submitting this my annual Report of the schools within my charge, although I cannot felicitate myself or the public by representing them to be, by any means, all that was, or even should be desired ; yet I think I may truly say, that there exists cause of gratulation in the present character and condition of almost, if not quite all of them ; Indeed if we compare the same or a like number of schools of even ten or a dozen years ago, the improvement though small in itself, will appear striking and important. Few, if any, of such teachers as were then generally employed would now be able to obtain employment as teachers at all. There exists still however, a paucity of *well qualified* teachers ; especially of second class male teachers ; a dozen more than we have of such, were required in this township alone during the past winter. With all it is a matter of remark and of consequent gratulation at the meetings of the County Board lately, that the candidates generally are able to pass a much more respectable and satisfactory examination than used to be the case in previous years. The successful candidates are admonished from time to time, by the Board, that it is not only expected, but will be required of them, that they continue to rise in their attainments, and as an additional inducement for them to do so, they grant no certificates lately for a greater length of time than one year from date. Although it is mortifying to reflect that of all the children of school age in this old settled township, *one third of them* are returned as not having been at school at all during the past year ; yet it is believed that the attendance of children at school in the more rural sections of the township has been altogether unprecedented. The reason why so many of the schools having been vacant during the past year, is, I am happy to say the reverse of negligence, namely, endeavouring to procure superior teachers. Some of them are still vacant, having ineffectually advertised for teachers."

6. *John Frazer, Esq., Roxborough* : " I am happy to be able to say that the state of things is encouraging ; no sickness, no extraordinary mortality. Some of the

trustees are nobly doing their duty, by employing competent teachers both male and female at remunerative salaries, and some of our poor schools, notwithstanding the difficulties they have to contend with, keep open the entire year. The educational state of this township advances, and I hope that some of our schools will avail themselves of the privilege offered by the Legislature, through the Education Office, in providing maps and books."

III. COUNTY OF DUNDAS.

7. *William John Ridley, Esq., Matilda*: "I am glad to say that the cause of education is improving in this township. The average time the schools have been kept open during the past year is nearly nine months. The teachers are much better paid than formerly, and the people are steadily progressing towards the free school system. You will perceive that seventeen schools in this township were conducted on that admirable system during the past year."

8. *John Irvine Ker, Esq., Williamsburgh*: "With respect to the common schools, I am happy to make a favorable report, arising from the fact that the free school system is generally adopted in this township."

IV. COUNTY OF PRESCOTT.

9. *Albert H. James, Esq., Alfred*: "All the teachers in the township are young girls under eighteen years of age, as none other would teach for the salaries that the trustees are able to pay them, on account of the difficulty of collecting, or rather disinclination of paying, local rates. The inhabitants of the township seem to pay the general school tax willingly, but will refuse to pay any local rates whatever to support the schools, for which reason the trustees of the schools intend to petition the county council, at the next meeting, to add at least fifty per cent. to the school tax of this township this year. If the school laws were so far changed as to make the school tax independent of the reeves, I think it would be a great benefit to the schools in general, and, I am sure, it would be a great satisfaction to the inhabitants particularly."

10. *Peter McLauren, Esq., Plantaganet South*: "I regret to say that the standard of education in South Plantaganet is decidedly low, although I think I may with confidence affirm that some of our schools made some progress during last year. In reference to the schools under my superintendence, I must say that there are many drawbacks to its efficiency. First, the frequency with which teachers are changed in almost every school section. Secondly, the irregularity of attendance which can be seen when the disproportion between the average attendance, and the number of names on the school register is taken into consideration; and this disproportion is much greater in reference to the number of children in the school section between the ages of five and sixteen years, and the number of names given in actual attendance. The cause of the non-attendance of children can be traced to the carelessness or indifference of parents and guardians, as well as the inefficiency of trustees. And I mention, with deep regret, that no section in this township availed itself of

the opportunity offered by the government, for the establishment of school libraries; thus, with the means within their reach they allow their children as it were, to perish for lack of knowledge. It is necessary for the government, in my opinion, to add another link to the chain of education, and in their legislative wisdom to call upon all to uphold a universal system of education. There is no doubt but that the free school system is suitable to our position, but it is to be lamented that its advocates should have to fight an annual battle as regular as the return of the seasons, always adding to the bitter feeling caused by other public elections amongst the different political parties. Therefore, I earnestly trust, that during the present session of the legislature, an Act will be passed levying an assessment upon all ratable property in Canada, for the support of common schools, which will do away with everything that is disagreeable in carrying out the intentions of the present school Act."

V. COUNTY OF RUSSELL.

11. *James Keays, Esq., Cambridge and Russell*: "It gives me much pleasure to be able to say that the common school system is working well in our townships, and that a great deal of interest is taken by the different trustees, and inhabitants generally in matters relating to education. You will see by my report that there have been five free schools in these townships last year, and another school partly free. Some of those who were the greatest opponents of the free school system, are now its warmest friends. A desire is also manifested to obtain better qualified teachers, and to give them a fair remuneration, and I even find (although it comes hard on some poor people to pay the large salary,) they are willing to make personal sacrifices in order to do so."

12. *The Reverend John Edwards, Clarence*: "The library, in section No. 1, furnishes to young and old in the neighbourhood access to valuable information, which would otherwise be denied them. Its influence is decidedly good, and I shall be glad to see it enlarged, and other libraries established in the township. Although, I cannot say that the regulations are strictly enforced; yet they are sufficiently so to secure the circulation, and preservation of the books. School maps and apparatus are much wanted. I expect that the trustees will avail themselves of the great facilities now afforded to have the schools well supplied with such needful helps to a good education."

13. *The Reverend Peter Lindsay, A.B., Cumberland*: "I have visited all the schools in operation, and from all I learn that the school system works well. There is much apathy in this township with respect to libraries. Excepting the sabbath school libraries, there are none in the township for the benefit of the public; this is not as it should be, and if possible I will stir up public feeling in favor of school libraries for the benefit of the young. I hope there is progress amongst us, but those most interested in the matter do not seem to exert themselves sufficiently to educate the children. A great deal might be effected by energetic teachers. We have none here from your institution, and I think such a preference should be given to teachers from the Normal School as would make it an object of importance to hold a certificate from it."

VI. COUNTY OF CARLETON.

14. *The Reverend J. A. Morris, Fitzroy* : "I avail myself of the present opportunity to repeat the opinions expressed in my last report, regarding some of the more important causes, which I conceive retard the progress of education, not in this township only, but elsewhere. These special causes I particularly insist on, not because I am of the belief that education is not progressive in every section of the province, but because I desire to see every obstacle to its still more rapid advancement removed. While I regard with wonder the powerful and extensively diffused healthy influences, which so young an institution as the educational system of this country is shedding over the intellectual, social, and I hope religious, elements of the youthful natures subjected to its action ; yet I cannot consider it an evidence of querulousness to watch the operations of the several parts of the machine, with the view of discovering and suggesting such modifications, combinations, or alterations, as experience, however limited, or common sense, however immature, may conceive. No educational enactment, however perfect, and no educational machinery, however scientifically constructed, can take one single step in the paths assigned them without the teacher. He is the spirit which puts and keeps them in motion. When therefore we confess ourselves to be incapable of estimating the power and influence of the educational engine, it is equivalent to an expression of the value we set on the teacher. Such being his great importance, I maintain that there must be a defect somewhere in that system in which he does not occupy (*exceptis excipiendis* of course,) a place commensurate with his indispensable functions. I conceive that he does not occupy this position, and my remarks have solely for their object, the desire to see him placed in the seat that by right belongs to his office. I should like to see his personal comforts attended to. I do not like to see him compelled to build his own house, and compelled to evacuate it in a few months to seek another elsewhere ; or find accommodation in a new section wherever he can ; (anywhere provided he is strict and punctual in his attendance on his duties.) If the poorer sections could receive aid in the erection of suitable houses for their teachers, and also a small patch of land to aid in maintaining a family ; I am sure they would willingly exert themselves to provide them. Teachers would in this way be induced to continue in their respective sections for a more lengthened period ; and finally in many cases become the intellectual fathers of the young. The prospect of such a position would stimulate them to renewed labors in the field of knowledge ; and being found competent by their employers fully to educate their children, they would secure their respect and esteem ; and the interests of education would be infinitely better served than by their present nomadic habits."

15. *The Reverend Wm. Lochead, Osgoode* : "For the first time the local superintendents can report that every school section in Osgoode and Gloucester has had its school in operation. In the former township, during 11 months and 5 days ; in the latter, 11 months and 19½ days, being on an average nearly one month longer than during the year 1854. The salaries of the teachers in Osgoode are increased £9 each, and in Gloucester by a much larger sum, over the average salaries of the preceding year. In Gloucester there is no township library. In Osgoode there is one of upwards

of 500 volumes. I am sorry to have to acknowledge that I perceive very little interest taken in them by the sections generally."

VII. COUNTY OF GRENVILLE.

16. *James Clapperton, Esq., Augusta* : "We have only one section library in our township. It seems to be well appreciated by the young people of the section ; they are anxious to read the books and I hope they will improve their minds by reading, that by so doing they will be able to act their part in a becoming manner, when they grow up to manhood. I have done every thing in my power to induce trustees, and the parents of the children to establish section libraries in their different localities ; but as yet without effect. The reason they assign for not doing so is that they are not able, as the taxes for roads and schools are so high, that they do not feel inclined to impose any further taxes on themselves for the present. With regard to our schools they are about in the same condition as in former years. There is about the same number of free schools as last year. I am fully convinced that the only way of making our schools prosperous is to make them all free by legislative enactment. If they were made so, it would prevent a great deal of ill-feeling at the annual and special meeting. In time, the people would get used to paying for their schools, as they do to other taxes."

17. *William B. Imrie, Esq., Edwardsburgh* : "The reason assigned by many trustees, for the inaccuracies in their reports is that its form is so often changed, that sufficient time is not allowed them to become acquainted with it. There seems indeed to be some foundation for this complaint,—not very flattering to themselves however, as from the very limited capacity of many trustees, (some being wholly unable to read or write) they are poorly qualified judges of the merits of the improvements from time to time introduced into the returns in question. In few cases can these parties be said to be either "fit or proper persons" to discharge the duties of trustees ; and I intend to use my influence to induce a change in this matter so much at variance with, and injurious to the healthful working of a system of education so well calculated in every respect to promote the best interests of the rising generation. It is my intention also to see and inspect the books kept by each secretary and treasurer ; to correct the same, and open anew an account in conformity with what is required in the return to be rendered by them, and thereby if possible avoid the errors and difficulties with which I have had this year to contend. * I am glad to be able to point to so many free schools, and as I have for years in a private capacity endeavoured to shew their excellence over all others, so I would rejoice to see the day when they shall be established by law through the length and breadth of the land. Wherever tried, they work well ; and I think I can perceive a growing disposition to embrace the benefits arising from them, as it is becoming apparent to the dullest comprehension that thinly attended schools, even with cheap teachers are, in a pecuniary point of view, a losing business. The division of the school fund, for the last year, is conclusive on this point. Under the head of libraries I have to regret the neglect of a number of sections to take

* Note.—Were each local superintendent to do so, many of the difficulties in obtaining correct financial and general reports from trustees, would speedily be done away with.

advantage of the excellent collection of books at their disposal ; but at the same time I have to assure you, that wherever they have been introduced, their usefulness has been very evident, and the condition in which they have been returned after being read is worthy of all praise. The books were all labelled, numbered, and in great part covered by my own hands, and wherever taken out, the regulations have been strictly complied with. I am afraid however that a township library will not work well amongst us. The trouble of taking and returning the books by the different sections, and procuring the case necessary to their safe keeping, operated seriously against every effort made to introduce them generally. I have to thank you for your excellent *Journal of Education* ; the annual report ; and other papers sent me for my information and guidance, for which I feel myself deeply indebted ; and I shall take every opportunity of calling the attention of all concerned to the facilities afforded for obtaining maps, and other school requisites at so cheap a rate as are now by the liberality of the legislature, and your endeavors, placed within their reach."

18. *Andrew Holmes, Esq., Oxford* : "The schools of our township are on the advance as regards improvements. Free schools are increasing, and a general interest is being felt in reference to common school education ; and I might add that the schools, which are entirely free, are in a better condition than the rate bill schools, by fifty per cent. There seems to be an increasing desire for education amongst all the inhabitants of this township, and in my opinion your invaluable *Journal of Education*, and the establishment of your national library system will stimulate the moral and intellectual energies of the people of Canada to greater exertions than they have yet employed. I hope the day is not far distant when Canada West shall present the agreeable spectacle of a people enjoying the blessings of a free and universal system of education.

19. *The Reverend Joseph Anderson, A. M., Gower South* : "Although education is rapidly advancing in this township yet there is room for improvement. I regret to say one part of this township, called Rideau settlement, has not as yet been able to keep a school. It is completely isolated by the Rideau River on one side ; on the other by two or three miles of woods which cuts it off from school privileges. I intend to go (D. V.) into other settlements for the purpose of encouraging education.

VIII. COUNTY OF LEEDS.

20. *Lewis Chipman, Esq., Bastard and Burgess South* : "With regard to the state of education in these townships during the past year, I think the progress in some sections has not been of the most promising kind. Some schools have not been kept open more than one-half or two-thirds of the year. The irregular attendance of many of the pupils, and the frequent changes of teachers are also hindrances, all of which I hope will be obviated the present year."

21. *Robert Wm. Ferguson, Esq., Kitley* : "I am pleased to have it in my power to state that the cause of education has received more attention in this township during the past year, than I believe it has at any former period. The

character of the schools is much superior, and the teachers are of a higher rank as regards intellectual attainment. The people, and more especially the trustees, now see the necessity of education, and consequently know, if they mean to have a good teacher, they must pay a good salary. Out of the seventeen schools in the township, sixteen are in operation at the present time. To the credit of the trustees I must state that five first-class teachers are employed, nine, second, and only two-third : so that a great improvement is perceptible in the schools for the short space of the year (1856) that has elapsed. I hope before another Annual Report is returned to you from this township that there will be as decided an improvement in the schools, as in the teachers. During my visit nearly all complained that the schools were not furnished with the necessary maps or apparatus, but I hope that defect will soon be remedied as in nearly all the schools I speak of I waited upon the trustees and they all promised they would procure them. Taking all things into consideration, viz : The interest trustees have taken in the employment of good teachers ; and the commencement of four new school houses which I expect to be completed next summer ; together with the rivalry which exists amongst the teachers to see which will have the best school, and the schools being all partly free, the prospects of education in this township are excellent."

22. *Jacob A. Brown, Esq., Elizabethtown* : " I am sorry that I cannot send you a very flattering account of the progress and state of education in this township : it is far behind what it ought to be. However I can safely predict that in a short time the township of Elizabethtown will be second to none in the province for good and commodious school houses. I am strongly of opinion that if it was not for the great difficulty in procuring competent teachers last year, it would be now in my power to furnish you with a satisfactory account of the position and standing of the youth of this township in the various branches of common school education.

23. *Edward F. Weeks, Esq., Elmsley South* : " From my report you will learn that (although slowly) we are still surely and steadily progressing ; that the average attendance of pupils in proportion to the school population, has been much larger than during any preceding year, and that the schools have been kept open for a longer period. The municipal council has made a redivision of the township into school sections in accordance with a plan proposed by me, which I am confident will, by removing grievances, and increasing the convenience and contentment of the inhabitants, add materially to the attendance at the several schools during the ensuing year. A new section has been formed in a portion of the township which a few years ago was a wilderness. It promises fair to be a well supported and useful section, in proof of which I may state that at the meeting held for organization, an excellent site, and twenty pounds toward the erection of a school house were voluntarily subscribed by the persons present. While I gladly mention those pleasing indications of progress and improvement, I must at the same time however, reluctantly express my deep regret that notwithstanding the liberal spirit manifested by the legislature in granting assistance to the various school sections to procure maps, apparatus, &c., I have not had the pleasure of reporting one solitary instance in which any of our schools have been supplied with those (in my opinion) indispensable articles. The government

of the country, and the department of which you are the head, have done enough to satisfy the most extravagant, and most exacting ; yet still the zealous and hearty co-operation of the people is not given with that cordiality and unanimity which the importance of the subject demands at their hands, and which is necessary to cause education to progress in the ratio it should do. I intend bringing this subject prominently before the people of this township during my next lecturing tour, and I confidently anticipate that my next report will shew that the people have thrown off that unaccountable apathy which has too long paralysed your efforts and those of all zealous friends of education, and that they are prepared for the future duly to appreciate, and take advantage of the privileges freely offered to them by the government. I consider the general superintendence of schools would be much more effective if the appointment of local superintendents was vested in your department and the "circuits" formed so as to include a certain number of schools, say not less than twenty. The remuneration arising from small townships containing five or six schools is not sufficient to defray the expenses of attending the meetings of the Board of Public Instruction, and this duty is consequently neglected in many instances. The evil of small "circuits" will continue so long as the local superintendents are appointed by the municipalities, as each Reeve is desirous of having the patronage of his own township, and of exercising it : the result is that with few exceptions each township has its superintendent. Another evil of the present system is that too often some active political friend (notwithstanding all you have written on the subject) is chosen to fill this important office. A change took place in the political composition of the council of this township at the last annual election ; and although I was not dismissed, still I am made to feel, in several petty ways, that I merely hold office as a special favor. You will at once see that a position of this nature destroys the independence, and impairs the efficiency of the superintendent. It is also a position much too humiliating for any man to occupy. Some remedy should be at once applied and I know of none better than the one I have here indicated. With the exception of what I have now stated, and the question of rendering the attendance of children at school compulsory on their parents or guardians, which would probably be too harsh and extreme a measure in Canada, I consider the entire educational machinery of Western Canada as nearly perfect as possible.

24. *Henry P. Washburn, Esq., Leeds and Lansdown Rear* : "The schools in this township are in a prosperous situation ; at present more so than ever. They have been so since I have been Local Superintendent. All parties are fast becoming acquainted with the common school Act. The *Journal of Education* has been one great means of carrying the same to every school section. You may learn by the report that we are in great need of maps and other apparatus. I am aware that the want of those articles must retard the progress of education. I am of opinion that each school section should avail itself of the opportunity to possess a library. It would be preferable to having township libraries, so far at least as this township is concerned. Our school houses are becoming very much improved, those lately built, are better calculated to accommodate, and more comfortable and convenient than their predecessors. The people are beginning to see the advantage of having a

good substantial building in every school section. We meet, however, with considerable difficulty in finding teachers, adequate to the office, and are in expectation of the Normal School doing something for us under this head ; but that aid is, I am afraid, at too great a distance. The young men who have attended from this part of the country, after having received the benefits of the school, have left for the United States, or engaged in some business. I am of opinion they should procure bail to teach a certain number of years, for a reasonable compensation. We have another class of teachers who make teaching a stepping stone to Divinity, Medicine, or some other profession ; they are not regularly trained for the business, their minds are on something else, and I have noticed that schools taught by such individuals are very apt to dwindle and languish away. I think we possess, as good (if not the best) system of education in the world, and one best calculated to meet the wants of the general mass of the people. The County Boards work admirably, at least in our County. Teachers are required to procure a recommendation from some regular minister, dated within six months of the meeting of the board, and this we find is a preventive to immorality of any description."

25. *Thomas Vanston, Esq., Yonge and Escott Front* : "It affords me pleasure to say that the schools are getting into a more practical way of working. The complete success of the present system of education will be a work of time, so as to enable all classes to have a proper knowledge of the school Act. You will perceive by the reports that the number of free schools is increasing ; it is desirable that all should be free, so that all might be educated. "Ignorance is the mother of vice." It is satisfactory to every enquiring mind that in those countries where the larger portion is not educated, idleness and poverty prevail ; while on the other hand those remarkable for intelligence, are the most free, prosperous, and progressive. The people of this country are well aware of this fact. It is the lever by which Canada is exalted among the nations of the earth. But while all the schools might be free ; how are all to attend ? Many parents have no care for the education of their children ; others are so negligent as to allow their little ones to do as they please, and others again permit the children to ride roughshod over them. Some children do not attend school at all, or come for so short a period, during the year, that they profit little by it, and so time is wasted, until they grow up to manhood, a nuisance to society, and a burthen to themselves. It would be well to amend the school Act, so as to leave in the power of trustees the right to impose a rate bill on the parents of the children who do not attend school ; of any sum, not less than seven pence half-penny per month, for the non-attendance of each pupil, as may be ascertained at the annual meeting, or a special meeting called for that purpose ; this method or something like it, would have a tendency to save many of the rising generation from ignorance, and its lamentable consequences. I regret very much that the liberal offers made by the government to the different incorporate bodies of trustees throughout the Province, with respect to libraries, have received so little attention from them in this township. I am sorry to say that so many schools are still without maps, although the terms on which they could be purchased are liberal. It must be admitted that many of the scholars have Morse's Geography, giving a glowing description of the United States, but of Canada scarcely a word : some

means should be adopted to have every school furnished with maps either at the expense of the section, or the parents of the children attending school. I cannot permit this opportunity to pass without bearing testimony to the prosperous state of the Gananoque school, under the care of the only Normal School Teacher in the township. Considering the low state of the pupils, when he first assumed the duties of teaching, the school may now be said to be second to none in the Province. This argues well that your institution is destined to be of great benefit to the Province in furnishing proper and efficient teachers, capable of communicating more instruction in a shorter period, than those teachers possibly can who have not had the opportunity of attending the Normal School or some similar institution."

26. *A. Parish, Esq., Yonge & Escott Rear* : "The frequent changes that have taken place in the Local Superintendents of this township, have had a very injurious effect upon the schools; and upon the working of the school system. I think four superintendents have been appointed during the last two years—none having acted a sufficient length of time to get instructed in his duties, or get the several boards of trustees into any system in the discharge of their duties."

IX. COUNTY OF LANARK.

27. *John A. Murdoch, Esq., Bathurst, &c.* : "I have to remark that the schools in nearly all the school sections, within my limits, are now in operation,—excepting in a few weak sections in the outskirts of the townships, where the inhabitants are few in number and very much scattered. Trustees finding themselves liable to pay out of their own pockets the moneys lost to their section through neglect of their duties, to save themselves, keep their school open, for at least six months. Men no longer push themselves into the office of trustee with a view to shut up the school. The free schools are gradually and steadily increasing in number. Men of property now begin to see that free schools are the cheapest in the long run, that the additional rate usually required to make up the teachers salary, is frequently more in amount, than would have been required for a free school: this speaks to the purse. Where a rate bill is adopted the attendance is much less than in a free school; and consequently there is but a small apportionment of the school fund, and a heavy additional rate has to be imposed. In the village of Lanark they have abandoned the rate bill system, and made the school free; the result is that the number of children attending, has more than doubled; and the trustees have found it necessary to advertise for tenders, to build a large addition to their present school house. Meantime they have been under the necessity of hiring a room to accommodate the extra number of children thus brought out by the free school. In regard to public libraries, the township of Drummond, and the township of Lanark have procured very good libraries from the Educational Department; and as far as I can ascertain, the books are all labelled and numbered, and the regulations are carefully observed. In Drummond, many that opposed a library were among the first to come forward, and apply for books: the library in this township is kept in the Town Hall, which is central; and the books are well circulated. In the township of Lanark the council got a number of small book cases made with a lock and

key, for each school section. In them a certain number of books are placed, and the boxes then go round to each section in rotation. This plan seems to give general satisfaction. The municipality of Bathurst and South Sherbrooke, and the municipality of Darling, have not as yet availed themselves of the advantages held out for obtaining good libraries on easy terms; but it is to be hoped they will do so soon, for the sake of the rising generation in these townships. The townships of Dalhousie and North Sherbrooke have long been in possession of good libraries. The latter has a small one; the former an excellent library of about 800 volumes, and the good influence which these libraries have produced has already been noticed. The inhabitants have been, more than once, complimented by the judge on the bench, for their superior intelligence as jurymen. No doubt, in time, a choice selection of books, circulating through a whole country will have a powerful influence in enlightening the minds and elevating the character of the people. It was wisdom, and sound policy, to establish an educational depository, where standard works of an unexceptional nature could be procured, and scattered all over Upper Canada, to the exclusion of works of fiction, and novels. Novels in general present false views, and give false estimates of human character, and too often dress up vice in the garb of virtue, and poison the minds of youth. Hence no townships should delay procuring from the depository, a library selected from the many excellent works for sale, at half price, at that excellent institution."

28. *The Reverend Alexander Mann, A. M. Packenham*: "The average time during which the schools in this township were kept open during the last year was about nine months and a half. The deficiency in this respect was caused by the difficulty of procuring teachers to supply vacancies. With respect to the school libraries, the inhabitants in the immediate vicinity of the place where the books were kept seem to have generally availed themselves of the advantages which were thus brought within their reach. The case however was otherwise with those residing at a greater distance. Not a few families indeed, are so unfortunately situated as to be utterly unable to obtain any of the benefits which the schools in this township, (though it cannot be said that they are in all respects what they should be,) are well calculated to afford. In some instances it is too apparent that the scholars are far from being regular in their attendance. I believe however, that the principal irregularity is connected with children of such tender age, that minor obstructions frequently keep them from schools, especially where the school house is located at a considerable distance from the parental roof. Amongst other things which induce me to entertain this opinion, is the circumstance that there is obviously an increasing desire amongst all classes in this township to secure the advantages of education to the rising generation. In several localities strenuous efforts have recently been made to form new school sections and all parties so far as known to me would rejoice to see these efforts crowned with success, if there was a reasonable prospect of accomplishing the desired object in a proper manner. It is doubtless a great hardship for persons to contribute to the erection of a building and the maintenance of a teacher, in lieu of which they receive no remuneration. For my own part I deeply sympathize with persons who are placed in such circumstances; and though I am averse to the multiplication of schools, I do think that some measure should be adopted,

which would have the effect of putting the inhabitants in question on a more equitable footing with other members of the community. I am aware, however, that, unless special grants were given by government for this purpose, no attempts in the way of amelioration would be attended with the desired results. I have done what I could to introduce the Holy Scriptures into all the schools in this township. In four of these, having been aided by the cordial co-operation of trustees, my efforts have been successful. I consider it to be a matter of vital importance that the Word of God should be daily read in every school in the province. Independent of far higher considerations, this seems to me to be essentially necessary for promoting the future welfare of Canada. I am convinced that any scheme of education that is not based on the oracles of eternal truth, will eventually prove itself to be false, vain, and in no ordinary measure, mischievous, not only as respects the momentous concerns of eternity, but merely as regards the comparatively minor interests of time. Much is no doubt being done, by teachers of religion and others and by sabbath-schools and otherwise, to advance the real good of the rising generation, but the population of Canada is truly a mixed multitude, and consequently cannot all be reached by these philanthropic endeavours. Many are altogether indifferent to religious matters, and on this account unite themselves to no religious denomination, and as they do not appreciate these things themselves, it is most preposterous to suppose that they will recommend them to the serious consideration of their offspring. Many also though they nominally belong to some religious society, are very far from being careful to bring their children within the sphere of the religious machinery of such society. All then in any respect connected with the education of youth in such circumstances are solemnly bound to use prudently every legitimate means in their power to remedy these present and prospective evils."

29. *The Reverend John McMorine, Ramsay*: "I cannot boast of any improvements in our schools this year. There is an unwillingness on the part of parents to keep pace with the advancing salaries of teachers in other quarters; and a disposition rather to fall back on female teachers, of whom three are employed this year in this township. It may be noticed also, that different boards of examiners do not keep up to the same standard in giving certificates to teachers. Where there is a great scarcity of teachers of any kind there is a temptation to be more lax in granting certificates. Teachers often come to our board having second class certificates in their hand from other boards, to whom we would scarcely give a third one. This departure from the programme is perplexing and injurious. Those who keep to the law are regarded as severe and teachers are apt to go where they will be more easily dealt with; besides a third class certificate has fallen into such disrepute that trustees almost invariably advertise for a teacher holding a second class certificate. And then granting a second class certificate too soon, generally quenches all ambition in the teacher and makes him settle down with very inferior attainments. The discretion allowed as to the mode of raising the teacher's salary continues more or less to breed divisions and to excite bad feeling. Some schools, formerly free, have, by way of compromise, been now made partially free, that is 1s. 3d. per month for each scholar is levied by rate-bill and the rest of the salary by taxation. This mode was resorted to last year by 8 out of 13 sections. The sooner the mode is fixed by law the better. The books

in the school libraries are pretty generally read, and so far as I could learn, the rules are well observed. Some little difficulties have arisen in some places about the payment of fines; I as a minister have been somewhat jealous of their influence as diverting the minds of the people from serious reading. We have a congregational library of between seven and eight hundred volumes, access to which may be had by paying a subscription of 1s. 3d. per annum. But since the introduction of these secular libraries the readers in the congregational library are gradually reducing in numbers. The readers are now but a remnant of what they once were. The Bible or Testament is still generally read in our schools. The school attendance last year was materially affected by the increased price of labor. It found too strong a temptation to parents not yet sufficiently alive to the value of education to withdraw their children during the busy season. Some were entirely taken away and some attended very irregularly. The parents here very seldom attend the examinations by the local superintendent, and school lectures turn to little account."

30. *The Reverend Duncan Morrison, Beckwith*: "Upon the whole I have to report that the state of our schools is good and very promising. The free school system is more in repute and there is a growing interest in the cause of education. I trust that before long I shall have the honor of applying to you for maps and books in behalf of several of our school sections. Nearly all follow the new regulation relative to opening and closing the schools by prayer and reading the Scriptures. I beg leave again to state strongly to you the necessity of adopting some fixed mode of meeting the expenses of the school. There is scarcely a neighbourhood in this part of the country that has not been embroiled by feuds and bitter animosities by leaving this matter an open question for annual discussion. Even those adverse to the free school system as a theory, tell me that they would prefer it to the present unhappy state of things."

X. COUNTY OF RENFREW.

The Reverend James A. Strain, Bromley, Brougham, &c.: "I take great pleasure this year in reporting to your department, the progress made in our respective school sections. The prospect before the rising generation in these new townships is truly flattering, and should prove a great inducement to settlers to choose the Ottawa district, where schools are numerous, and the free system for their support unanimously adopted, being considered the best incentive to diffuse education among all classes of the community. Catholics and Protestants are here happily united, and harmonise agreeably. We have caused to be erected in Bromley a new school house No. 4. Three new school houses in Wilberforce, and one splendid house in Grattan. Now considering the privations that our inhabitants have to endure,—many of them being but a short time located,—their zeal for the advancement of education will contrast favorably, with the more opulent townships."

32. *The Reverend S. C. Frazer, A. M., McNab*: "I am happy to state that the feeling in favor of free schools is yearly becoming stronger and more general. The simplicity of the machinery under the free system has converted many oppo-

nents, and I believe that I am justified in saying that only a few in this township would demur at the passage of a free school Act.

33. *Roland D. Wilson, Esq., Ross* : " I beg to state that although our schools in this township are not advancing as fast as could be wished, they are still improving ; and there has been some improvement for the past year. The inhabitants are beginning to see the utility of giving their children education ; but what in some measure retards the interest in our schools is the opposition of many of the people to the school system, which I should consider the best calculated to promote the interests of education ; even were they all on that footing. The number of children growing up in ignorance is in some measure attributable to negligence on the part of parents ; and want of energy on the part of trustees, which I perceive is a general fault amongst them ; in many instances, they are not qualified or even competent, to fill the office, not having much education themselves. Until the inhabitants arouse from their lethargy ; and elect none but those who will take a direct interest in promoting the welfare and progress of the schools, together with ability to follow this up, it will not be obviated. One thing is required in this township viz :—libraries. They would greatly tend to diffuse knowledge amongst the rising generation, and create in them a desire to spend their leisure moments in a more profitable manner. In regard to the non-attendance of children at school, I believe there are many who do not attend two-thirds of the time ; some not even that, when they might attend with much more regularity. This is mostly attributable to apathy in the parents, who also from worldly notions keep the children at work, when they ought to be at school. Some excuse themselves, by declaring they are too poor to clothe the children properly, &c. &c."

34. *The Reverend Richard Hammond, Westmeath* : " Education makes some progress in this township. You will perceive by the report that the free school system is generally adopted. It is found to be a great improvement on the old rate bill system ; and could some change be effected making it somewhat less oppressive in particular cases, it would be a still further improvement. We have a township library ; the books are distributed among the several school sections in proportion to their population ; when read they are returned to the township librarian, and a new supply obtained : thus they are kept in constant circulation, and I am happy to be able to state, that in some places, they are beginning to be appreciated."

XI. COUNTY OF FRONTENAC.

35. *John Irvine, Esq., Township of Kingston* : " It is about two years and one-half since I had the honor of being appointed to superintend the schools in this township. I find during that time there have been five comfortable and commodious school houses erected ; three of them stone, the other two frame, and well painted ; they each have play grounds, &c., attached, so that they appear quite comfortable and respectable. I expect before the close of another year, there will be two more stone school houses added to the ten we already possess ; this with an increasing desire to procure good and competent teachers, I think quite encour-

aging. Two or three years ago there were only two schools where the teachers received more than £50, and many only £40 to £50 without board for male teachers; while now male teachers are sought after and paid £75 to £100 per annum, and good competent female teachers from £45 to £54. Those interested in education find it more profitable and better to pay a good teacher a remunerative salary than to have a poor one at any price. This too shows a willingness to appreciate and reward the services of competent persons: we want more of them. Therefore I consider we have taken some of the first steps towards attaining that which is our privilege; and I hope the day is not far distant, when ignorance with all its baneful effects, superstition, bigotry, party feeling, &c., shall be driven from our land, and every one be enlightened to become what God designed man should be—a rational and intelligent being, capable of acting and judging for himself. I would that this solemn truth were impressed on the mind of the parents; that they are accountable, if they suffer children to grow up in ignorance, when education can be so easily secured under our favorable school law. I perceive that the entirely free system is not generally adopted; but as the rate cannot exceed 1s. 3d., per month, even that is not beyond the reach of the honest and industrious labourer; and as there is also provision made for the indigent, (if any,) education may be said to be open for all. For this you are entitled to the prayers and well wishes of both high and low, rich and poor; and no doubt your memory will long be cherished by the community at large, when you shall have passed from this stage of action, and all your active faculties employed so energetically for the benefit of education, cease from their present sphere of action. I must acknowledge that our township is rather behind in availing itself of the favorable opportunity of procuring school libraries; but we intend in this neighbourhood as soon as possible to secure one, and I hope they will soon be universal. I regret that I have only seven schools to report, as opening and closing with prayer; although I have urged and endeavored to point out to the teachers their responsible situations, and the influence their example may have over those committed to their charge. Among the seven who open and close with prayer, I could mention a few where piety has filled the heart of the teacher: the moment one enters the school house door there appears at once to the observer to be peace, unity, harmony and love existing between the teacher and pupils. Although all have not had decision enough to adopt prayer, yet all the schools but one make use of the Scriptures.”

36. *Edward Murray, Esq., Wolfe Island*: “The people on the Island are generally poor and illiterate, and though in most cases anxious to have their children educated, it is not easy to make them conform strictly to the regulations of the school system. I have been obliged to refuse any portion of the municipal grant to several schools; but nearly all the schools on the Island are now open, and I expect all, except No 11, will be in operation by the first of May. The people say they intend to make every exertion to have them properly conducted and supported for the future: and I hope to have a more satisfactory report to send you next year.”

37. *The Reverend John A. Mulock, Fredericksburgh*: “There is nothing wanting in the present school system to make it work well but two things: the first is,

a heavy penalty upon negligent trustees.* They totally disregard the present fine, and so far from losing they are in many instances largely benefitted after paying it; as their taxes (did they keep their school open,) would treble the amount of their fine. Every trustee that closes the school house against the children of the section, should not only be fined heavily (£10 at the least,) but sent to jail the full time that he closed the school. Under such treatment our wealthy misers would not court office as they do now, to the ruin of the children, whom they would wish to see grow up as ignorant as themselves. The next great want is the *exclusively free system*. The present is undoubtedly the most equitable, as it is only just that the man whose child is benefitted should pay more than he who has no child; but the partial evil of the free system would be counterbalanced by the universal good that would accrue from it. Under it the present annual battle would not have to be fought between neighbors, who treasure up the hard feelings engendered at a previous meeting, (when the advocates of a free school conquered,) to hurl them against their doomed oppressors, for whom they are the next time well prepared. And surely the small amount of difference in a pecuniary point justifies me in the view I take. For instance, the amount of land in a school section averages about 3,000 acres; and in a school kept open for 8 months in the year with an average of 12, the amount accruing from 1s. 3d. per month is only £6. Now spread this over the 3,000 acres, we have 4s. for every hundred acres; and yet this is the paltry sum for which our school houses are made a battle ground every year, to the disgrace of the neighbourhood and the injury of the rising generation. Give us free schools, and with them we will have peace and harmony throughout."

38. *The Reverend Ed. C. Bower, Pittsburgh and Howe Island*: "On the whole, the common schools in this township and Howe Island are in as satisfactory a state as can be expected."

XII. COUNTY OF ADDINGTON.

39. *Robert Aylesworth, Esq., Ernestown*: "The schools in the larger sections in this township, are in a satisfactory state of progress and contentment, but those in the smaller ones are, just now, in a state of discontentment, from the small amount of aid received by them, from the public monies. We have some annoyance from men of wealth, chiefly on account of taxes raised by trustees; for when trustees, who may not be wealthy, and sometimes comparatively young, zealously, but legally exert themselves to give our common school institutions a good practical bearing in their sections, it is not wonderful that older and richer persons, whom their neighbors choose not, but refuse to trust with such duties, should feel and express considerable dissatisfaction."

XIII. COUNTY OF LENNOX.

40. *John Watson, Esq., Adolphustown*: "In again referring to the progress of education in this old and long settled township, I can only say, that although

* Note.—The 9th section of the supplementary school Act of 1853, provides a remedy.

perhaps in a few sections, improvement may be seen in others much apathy still prevails. I have on former occasions referred to some of the many and various causes which I find still continue to exist, to retard this great work of popular education; and it is scarcely necessary here, to again enter into a lengthened detail. I may however remark that the want of competent teachers is severely felt; many of those employed are lamentably deficient in those attainments so essential to success. The smallness and consequent poverty of school sections are also a matter of regret, and the evil can hardly be obviated here, arising partly from bad geographical position; neither is education properly appreciated, and there is therefore, an unwillingness to provide for its permanent support. Objections to the school law are also made, some of which are entirely unfounded. Again a large proportion of the wealthier classes, and old inhabitants having educated their children, apparently feel under no obligation now to contribute, no further duty to perform. If they happen to be appointed trustees, they use the school fund, as far as it goes, and then study to evade any further taxation. Much as the friends of education may desire, and deeply as we may feel an interest in this matter, yet a great deal remains to be done; or our intellectual wants will suffer and languish. Six years experience in this department has convinced me, more and more, of the necessity of ample funds, being provided by law, as the scanty remuneration now paid, for the very imperfect services rendered, is of little or no avail."

41. *Ephraim A. Dunham, Esq., Richmond*: "There may be, and doubtless is amongst us, a difference of opinion as to the kind of education which should be given to our youth; but I presume I am correct, when I state that a vast majority of our people are in favor of such an education as will fit for the enjoyment of political and religious freedom. Then to what are we to look for so desirable a conclusion? The liberal education of all classes. Can a more correct answer be given to this as natural as it is important question, than the universal adoption of free schools? Place education within the reach of all, and then, and not until then, make it imperative on parents and guardians, under penalty, to educate their children or dependents. Has not the time fully come when the legislature should again take action herein, and at once provide for the establishment and maintenance of our common schools, by a general tax upon the rateable property of the people? We can never look for perfect unanimity upon this subject, nor upon any other reform, however salutary and requisite, so long as persons allow themselves to be actuated by a narrow, illiberal, and contracted spirit. You will not fail to observe by my annual report, which is compiled from authentic statistics, how the popular voice of the township of Richmond speaks in reference to free schools. Only two sections out of the entire township, ventured the maximum rate bill—1s. 3d. per month. One section adopted the rate of $7\frac{1}{2}$ d., and another 5d. per scholar, and one the voluntary system; while every other section declared in favor of general taxation. It should not be forgotten that the parties opposed to free schools, are generally those less interested in them, and many likewise of the more wealthy class; thus giving development to that antiphranthy, which is the clog of free institutions and enlightened progression. I am of opinion that a people's expenditure and sacrifice (if the maintaining and supporting properly a common

school can be looked upon as a sacrifice,) should be in proportion to their ability and the interests at stake. Although I do not consider this section of the country able to compete with portions of the country more favored by nature, &c. yet I cannot resist the conclusion, that there is a greater lack in the will than in the ability to support our common schools in the manner their importance demands. Is it not to our common schools we must look for the education of the masses? And that there are many, and perhaps the majority, of the population, who take an enlightened view of the great enterprise, cannot be denied. On the other hand it is not to be disputed that the secret, if not open and avowed advocacy, of the ten-dollar-a-month, and board-round system still prevails. Some of our sections are beginning to pay a reasonable salary; still the principal qualification with others is the amount of remuneration required,—persons teaching for the smallest amount of wages being preferred, and if the government grant, and the county assessment meet the charge, all is well, a good bargain is secured. School architecture too is miserably neglected in almost every section; this surely must be the result of ignorance, ignorance resulting from indolence or self-sufficiency. Many of our school rooms are sufficiently commodious for ordinary purposes, yet sadly deficient in seating and ventilation; and as for outward accommodations, neither the tender sensibilities of the children, nor a proper respect for the passing public are consulted. Wells, playgrounds, outhouses, &c., are luxuries too extravagant to be thought of, and much inconvenience and injury are the consequence. One more topic worthy of notice I will mention, and that is the want of school room maps. Whether our trustees are more afraid of putting their hands into their own pockets along with their neighbors, or to draw upon their neighbors for the small pittance which would be their respective shares for securing so indispensable a pre-requisite, is not for me to determine; but this one thing I opine, viz: that were they aware of the great advantages those schools having the maps have over those not having them, little time would be allowed to pass before they would furnish them, and especially when the 100 per cent. government liberality presents such an inducement."

XIV. COUNTY OF PRINCE EDWARD.

42. *John B. Denton, Esq.*: "We are getting a few excellent teachers in some of our best paying schools; but generally speaking the harvest is large, and well qualified teachers scarce. My reports will afford you the best commentary upon the dearth of profound attainments in our common schools; the great majority of these are taught at least six months in the year by females; some of whom unfortunately are incompetent pioneers in the desert of youthful ignorance and imperfections. I would remark, however, in justice to many of those who employ them, that it is far oftener from necessity than choice. There appears to be a gradual and increasing desire among all classes to employ efficient teachers, at a remunerative price, rather than trust any longer to the old system of compensation. "Where little is given, little is required." Those townships which have availed themselves of the liberality of government in procuring libraries are much benefitted by them, old as well as young, intellectually, and I believe morally; for instance there is

Sophiasburgh which was so very reluctant to be forced into studious habits, is becoming renowned for its exertions in the cause of education; and I speak from experience, when I say it is a treat to spend an evening at the family residence of these intelligent young persons, who have acquired a taste for information, through the habits of general and extensive reading. It is only two or three years ago since our highly esteemed warden, staked his popularity to carry out the principle of school libraries, and now while I write there are hundreds ready to do him honor for his patriotism, and hail him as a benefactor to his race."

XV. COUNTY OF HASTINGS.

43. *The Reverend James W. Chesnut, Elzevir, Madoc, &c.* : "The schools on the whole are improving. In section No. 1, a fine brick school-house built 30 x 60, divided into two rooms 30 x 30 each, with two teachers, male and female, employed, and an attendance of about 140 children. The salary paid at present is about £145 yearly. The free school principle generally prevails throughout the township,—and those who adopt even 7½d. per month, find that the schools do not flourish to the same extent as those which are entirely free."

44. *John Johnston, Esq., Hungerford* : "In reviewing the school affairs of the past year, I find much to encourage us, in using every exertion to promote the good effects of our admirable system. We have in this township a few schools which must satisfy the most enlarged expectations of the most sanguine. These are supplied with better teachers than we ever had before, and the order and proficiency of the children fully exemplify the same. There appears to be an emulation in the teachers to exert themselves, so that they will not be excelled by their competitors. This principle has been greatly influenced by a friendly intercourse, and by visiting each other's schools at public examinations. But while we rejoice at the prosperity of some, we are grieved that many others are in a lingering state; teachers are very inefficient; children attend irregularly, and parents manifest little care about the result. The cause may be traced to small school sections inhabited by a poor population; this is chiefly the cause of the vacant schools, and the large number of children who attend no school. I have repeatedly endeavored to remedy this hindrance in the way of general improvement, by suggesting the propriety of changing the boundary of small sections, and by uniting others; but I have had very limited success, as those who have the advantage are seldom so liberal as to accommodate their less favored neighbors. As the law stands, it cannot be expected that much will be done to redress the grievance."

45. *Frederick Warwick, Esq., Tyendinaga* : "I find that the people and trustees are generally inclined to carry out the provisions of the school law, but need considerable teaching; indeed, they seem to be without any knowledge of the mode of obtaining maps, libraries, &c. I hope to be able to correct this. There is at present no library in the township, but I hope this will not be the case long. In the schools I have visited, after explaining to them the munificent grant of the government; they have at once commenced taking the necessary steps to obtain maps, libraries, &c., and I trust ere long to be able to forward to your office, several applica-

tions for them. The two Indian schools numbered 3 and 25 in the report, are supported by grants from the Indians, out of their own funds, and from the New England Society ; but the schools are principally filled with whites living in the neighbourhood. The Indian children do not attend regularly, and make but little improvement. I find that the system of raising the expenses of the school by a rate bill, and the deficiency (if any) by a general tax, to work exceedingly well. It still leaves the school nearly free, as there is seldom more than one shilling per month voted by the people, thus placing the school within reach of the poorest."

46. *James J. Ryan, Esq., Huntingdon* : " During the past year, the efficiency of our schools has not been so great as we anticipated, owing principally to the small size of most of our sections. The people in general endeavor to remove this great obstacle to the progress and well being of schools, and take a greater interest every year, in all matters relative to education. However, these obstacles require time before it is possible to remove them."

47. *D. G. Bowen, Esq., Marmora* : " In my visits to schools in this township, I find some sections characterized by an apathy and want of interest on the part of parents in not sending their children to school. There are many that have not seen the inside of a school for two or three years. I trust, however, that there will be an improvement in this ; as many persons are now coming to settle in our township who know how to appreciate the blessings of education."

48. *Joshua McLean, Esq., M. D., Rawdon* : " Although this township is rather backward in educational matters, I am happy to say, that there is a growing interest being manifested in the education of youth : this interest is generated by the establishment of free schools ; which I would be glad to see universally established, as their good effect is evident to those who take an interest in the diffusion of education among the masses."

49. *T. D. Furley, Esq., Sydney* : " Our common school library consists of 800 volumes. It is separated into four divisions, situated so as to accommodate the inhabitants of said township of Sydney. During the year, in division No. 1, 140 volumes have been taken out. 20 have applied.

Division No. 2. 70 vols. have been taken out. 50 have applied.

Division No. 3. 150 vols. have been taken out. 50 have applied.

Division No. 4. 100 vols. have been taken out. 35 have applied.

The books are covered, labelled, and numbered, and the regulations are duly observed. It is generally the juvenile portion of the population that reads the most. We have debating schools in different places throughout the township, and an observer would notice that many references and illustrations advanced, proceed from the perusal of library books."

50. *A. Diamond, Esq., Thurlow* : " Judging from the number of schools which have made no returns and which are probably vacant, there is still considerable indifference prevailing in the township on the subject of general education. This indifference is confined however to a few sections. In the majority of in-

stances the people are becoming public spirited and enterprising, and many of the sections in these respects will not compare unfavorably with any other localities. Our common schools are already an acknowledged fact among our important Provincial Institutions. All classes of the community are firmly united to preserve them in all their integrity. They consider that our country can be truly great and prosperous only in proportion as the people are properly educated. On these grounds they will most strenuously oppose any further concessions to the advocates of separate schools. The smallness of some sections has operated to prevent them being kept open many months in the year. This evil may be remedied by the formation of union sections, but the remedy is often impracticable. The salaries as well as the qualifications of teachers are improving; better school houses, more uniform text-books, maps and essential apparatus are being liberally provided; the libraries are doing a great deal of good in diffusing useful information and creating a thirst for knowledge; and if the cause of education is not in quite so flourishing condition as its more ardent friends could desire, yet upon the whole it wears an encouraging appearance."

XVI. COUNTY OF NORTHUMBERLAND.

51. *Edward Scarlett, Esq.*, "*Alnwick*: This township is fast increasing in population, which demands the establishment of more common schools.

"*Brighton*.—There are too many school sections in this township in proportion to its population, hence the progress of education is very much retarded. Another evil is employing teachers at low salaries. The people are, however, beginning to see this, and I hope in a few years it will be rectified. The grammar school in the township (if its intelligent trustees be supported as they should be, out of the township fund) will exercise a powerful influence for good, in the common schools of this and adjacent townships; as many of the pupils attending it are preparing to become teachers. At an examination of teachers, held in Brighton village in February last, it was truly pleasing to witness the effects of good training manifested by the boys of the common school here. We allowed them to mingle with the candidates for examination, and occasionally called upon them for answers to the questions proposed; which were so explicitly given, as to call forth the admiration of all who heard them. The teacher, while he does not neglect his classics, makes a thorough English education of paramount importance to all those who attend the school for a sufficient length of time.

"*Cramahe*.—The advancement of common school education is also greatly hindered in this township, by the too frequent change of teachers; we hope this evil will be speedily removed, as the people are not only willing to hear, but also to act upon any suggestions which they think are for the better.

"*Haldimand*.—There are some good schools in the front and middle of this township, but in the rear, education is in a very low state. The progress of education is also much impeded by changing teachers too often.

*“ Hamilton.—*The schools in this township, with some few exceptions, are doing well, principally owing to the unfrequent change of teachers. It is not rare to find the same teacher occupying the same school for years in this township.

*“ Monaghan South.—*Most of the teachers in this township are doing well, chiefly attributable to the continuance of the same teacher in the same school.

*“ Murray.—*The people of this township are emphatically a willing people in the great cause of education ; they err, however, in one important point, *i. e.*, changing the teacher too often.

*“ Percy.—*Common school education is rather in a low state in this township ; the people are, however, in earnest, and in some places they are willing to give fair salaries, if they could only obtain competent teachers. When we compare the attendance of pupils in the townships, where the free school system predominates, with the attendance at those schools, where the rate bill of 1s. 3d., is imposed on parents and guardians, we find that a far greater number of children receive no education in the latter than in the former townships. In Murray, where the free schools prevail, the number of children between the ages of 5 and 16 is 892, and 759 of them attended school some portion of the year. 133 did not come at all ; *i. e.* Nearly $\frac{1}{4}$ th of those between the ages of 5 and 16 did not go to school at all in 1855. In Haldimand where the rate bill of 1s. 3d., per month prevails, there are 1262 children between the ages of 5 and 16. 981 attended school during some portion of the year. 281 did not, *i. e.* Nearly $\frac{1}{4}$ th of the children of school age did not attend in this township in 1855. The contrast will be the same, if we compare other townships, where the free system prevails, with those in which rate bill is charged ; it is therefore evident that the free school is the only one by which the mass of the people can be educated. If the free schools were kept open during the year by thoroughly qualified teachers, we have no doubt that almost all the children of school going age would attend them. We sometimes hear complaints that children do not attend those free schools according to expectation ; and therefore it would be well to have a law compelling parents and guardians to send the children to school. Now, we are of opinion that it would be a much better plan to impose a law upon themselves (trustees, parents, and guardians,) compelling them to hire teachers adequate to the business, and the effect would be, I am sure, thronged school rooms. May that patriotism which has set in operation this admirable system never cease until it shall be written in unmistakable letters (outside) over the door of every school room in Upper Canada, **THIS SCHOOL IS FREE !** Among the many hindrances which obstruct the working of our excellent school system we will mention a few. There is a class of teachers, (if it is right to apply this sacred appellation to those who have been teaching for some years without any motive but the £. s. d. and almost without education) who cannot be improved themselves and are a stumbling block in the way of those who would improve. These individuals make use of a sort of low cunning and raillery with their employers that militates greatly against those who insist upon thoroughness in common school education. Ashamed as I am to say it, they are not without abettors in office ; men feeling a deep sympathy for them and declining to place their own children

under their guidance, yet with great good nature license them to go out, and blight and crush the growing intellect of the youth of our country. Closely connected with these gentry is another class of cheap teachers who never remonstrate for a moment against the evil of boarding from house to house, and who instead of studying their profession, spend precious time, joke-telling, or more probably corrupting the manners of the children around them by smoking tobacco, or imbibing snuff; by which means, they often ingratiate themselves into the families with whom they board. They are, however, fast drawing to their end, and we hope soon to hear the last requiem sung over their departure from office. The second evil we wish to mention is the legitimate offspring of the first in the habit of hurrying children in a superficial manner from one book to another, without reference to age, capacity, or the future well being of the pupils. The effects of this course of procedure are as dire as they are repugnant to common sense. Words are learned without their meaning; sentences stammered over without understanding the ideas contained in them; rules are committed in the same manner; in short, shadows in place of realities are learned. How often have the hearts of the lovers of sound education heaved with indignation; throbbed with the deepest emotions, and ached with indescribable anguish; as they have stood and gazed in the countenance of some naturally brilliant youth, rendered stupid by a deceptive teacher, that a fond, but ignorant and misguided parent might be pleased, and the teacher earn the reputation of clever because John or Harry went over so many books in such a short time. A superintendent visiting one of these schools one day, was sadly annoyed, and not little chagrined (notwithstanding the good humored feeling he tried to keep up among the several classes) as he passed class after class, and asked question after question to see that the same description of senseless training was apparent throughout the entire school; while one pupil was engaged in reading with his hands in his pocket, the eyes would wander everywhere but on the book, or perchance if the hand was out of the pocket, he was busily engaged exercising his numerical powers, by counting the buttons or button holes of his coat, and this appeared to be the only tangible training to which the poor lad was accustomed. Occasionally, in order to set a good example, and relieve in some measure the *ennui* of this school room, he would be asked to name the next word, after the one last read, or to tell the meaning of the last sentence named; the boy would start, as if from a deep slumber, and cast a vacant look upon the interrogator, then upon his book, for a short time. Finally, he would fall back, if not prevented by another question, into his old habit of dreaming and absent-mindedness. Arithmetic was next introduced, and the superintendent thought it best to examine on what had been gone over for some three or four months previously, which indeed was quite a course. Question after question, was proposed to be solved, some on slates, some on the blackboard but no answer was given to any questions, not even to those in the lessons of the preceding day. Somewhat surprised at the want of intelligence apparent in the class, the examiner proceeded in a good humored way to interrogate one of the older boys, a lad of 12 years. "Whendid you work those questions?" "Yesterday, sir." "Are you not as smart a boy to day as you were yesterday; if you could solve the problem then, why not now? The boy amiably responded, "The teacher did it for me

sir, and I forget how it was done." If time and space permitted, we might, in gratifying contrast to this stultifying process, give examples of schools where the classes could read, audibly, distinctly and forcibly; and not only this, but know the meaning of what they read months ago; but these boys were taught reasons before definitions. We remember asking a boy, who was taught in this manner, several questions to be solved mentally. One of the questions was this: "A well was dug $\frac{3}{5}$ through clay; $\frac{1}{4}$ through sand; and 9 feet into the solid rock: how deep was it." This boy a lad about the same age as the one previously mentioned, proceeded $\frac{3}{5} = \frac{12}{20}$ and $\frac{1}{4} = \frac{5}{20}$ $\frac{12}{20} + \frac{5}{20} = \frac{17}{20}$ 9 feet $= \frac{153}{20}$; or the depth of the well. 9 feet itself must $\frac{3}{20}$ and the $\frac{1}{3}$ of 9 feet $= \frac{3}{20}$, $\frac{1}{3}$ of 9 feet is three feet. 3 feet is $\frac{1}{20}$ of 60 feet, therefore the well was 60 feet deep. Some more, requiring greater depth of thought were proposed, and solved by a process of reasoning, which gained the admiration of all who heard it. Although we have too few Normal School teachers amongst us to carry out the happy system mentioned, yet we have some who pursue the same mode of training as that pursued by your excellent institution. We have teachers trained in Victoria College who bring the practical thorough knowledge of the professors of that institution into our common schools. Then again there are a few self-educated men who naturally follow the system most congenial to themselves. These never allow pupils to proceed to other questions until the one under consideration is mastered. May we always be in possession of one of the greatest blessings ever God bestowed upon a people, a class of pious, self-denying, intelligent school teachers."

"*Seymour*.—I was much surprised when I first visited the schools in this township to find so few in operation. The adult population, however, is not behind that of any other township for intelligence and real worth. Certainly a great number of the children do not attend school, but we hope to see placed within their reach, that which, with the blessing of God is the making of a great and good people viz: a good common school education."

XVII. COUNTY OF DURHAM.

52. *The Reverend William Logan, Manvers*: "I am happy to state that the schools, generally have improved during the year."

53. *William T. Boate, Esq., Bowmanville*: "Preparations are being made for the erection of several new school houses, during the current year, that will be a credit to the township, and one new section has been laid off since I made my report for 1854, so that there are twenty schools now in operation. I have delivered public lectures in most of the sections, although I have received no report from the new section. I have not been able for the last six months to visit the schools so frequently as I could have wished, in consequence of protracted illness. There has been a decided and gratifying improvement in our schools during the past year, both as regards the attendance of pupils and the thorough practical manner in which they have been taught. The old system of permitting children to commit lessons to memory, without understanding the why's and wherefore's, is completely discarded, and has been succeeded by one much more practical and beneficial to

the pupil. The average time that schools have been kept open during the year is a little better than ten months and one half, being considerably longer than in any previous year. It appears by the report, that there are but two hundred and ninety children in the township, between the ages of five and sixteen years, while the number reported in 1854 was three hundred and ninety-one. The highest salary paid was ninety pounds per annum, while the average was about seventy-five pounds. This year several teachers receive one hundred pounds per annum. With regard to the libraries, there are fifteen in the township, (six of them belong to the sabbath schools,) numbering about eleven hundred and sixty-three volumes. From the number of books circulated I have reason to believe they exercise a beneficial influence in the sections possessing them, and are generally managed in accordance with the rules recommended by the Council of Public Instruction. There are but two private schools, taught by females; one of which numbers seventeen pupils, the other twelve. I regard the present system of township superintendence as defective, and would earnestly recommend the employment, (if it is possible) of efficient county superintendents, requiring them to devote their whole time in furthering the interests of our common schools."

54. *The Reverend James Baird, Hope* : "I have been superintendent of Hope for several years, and although I have been often pained at the selfish spirit manifested with respect to our common schools, still I have had great pleasure in observing the gradual and steady progress of the system in this township. There is a remarkable improvement in the kind and condition of the school houses; teachers are more intelligent, and better qualified, and many of the pupils have received a very respectable education. Some, in their turn, have become teachers, and a growing desire prevails among parents to have their children well educated. It is pleasing to notice that of fourteen schools, four were free during 1855. There is, however, room for further improvement. The majority of school houses require to be larger, higher, and more tastefully fitted up; having suitable play grounds, and conveniences for both sexes. The school house should have connected with it, associations of cleanliness, purity, comfort, and taste. Every teacher, also, to be an improving man, exerting himself to excel in the profession. It would be well in the appointment of trustees to select suitable persons, not for party purposes, or to save taxes, but men of character, intelligent and benevolent, those likely to raise the educational interests of the section. I am truly sorry to say that the township of Hope is far, very far behind, in respect to common school libraries; I have spoken of the subject, and urged it on the consideration of the trustees, but no movement has yet been made. I hope, however, that something will be done in this department for the benefit of the township."

XVIII. COUNTY OF PETERBOROUGH.

55. *The Reverend Thos. Searight, Belmont* : "Education in Belmont is in a low state. Party spirit interferes greatly with its interests. The population is not very large, consequently the sections are rather weak. I am thoroughly convinced that if the free system had not been adopted, there would not now be, in the whole

township, a school kept open more than six months in the year. Last year two were in operation, and this year I expect there will be two more."

56. *Daniel Sullivan, Esq., Douro*: "I am sorry to remark that in this township education does not advance, in consequence of employing incompetent teachers. A good teacher is generally inclined to look for high wages, and a comfortable school house. He who works the cheapest is the man for this locality! the result is that we have only three or four schools. Any loggerhead who takes a notion to teach, marches into Peterborough to be examined, and as a matter of course obtains a third class certificate; on condition that there will be an improvement at the expiration of six months. The six months pass without making the slightest difference in his attainments. What progress then can children make in such hands. So long, therefore, as we cannot employ efficient teachers, we should endeavor to get an active intelligent superintendent who understands the management, and organization of schools. A good teacher would make an excellent superintendent. I think the County Boards should grant no third class certificates; until this is done good schools cannot be expected."

57. *Daniel Donoghue, Esq., Ennismore*: "In forwarding the school report of Ennismore, I beg to return the thanks of the trustees and council of this township for your indulgence and munificence in favor of education here. The schools are in a better state than usual, and I flatter myself that if not retarded through want of means they are in a favorable way of improvement."

58. *The Reverend Edward Roberts, Monaghan North, &c*: "Education in these townships is making gradual but very gratifying progress; this is particularly obvious to one who has been in the habit of visiting the schools for a number of years. In contrasting the ability and qualifications of the teachers in the several sections for their highly important office, and also the progress and proficiency of the scholars, at the present time, with what they were six years ago, when I first commenced a course of school visitation, the improvement in both respects is almost incredible. Formerly the teachers as a class were not only the mere residuum of society, but so *impos animi* as to be altogether unfitted for the work they presumptuously undertook; but now our staff of teachers, with few exceptions, are intelligent and gentlemanly, proficient in the general branches of a good English education, and the schools are admirably conducted and efficiently taught. I regret, however, that two or three schools remain behind-hand, presenting only few marks of improvement and faint signs of awakening to greater animation. They serve, however, as a landmark in the march of intellect, and the progress of the country, to show the improvement which has been made during the last five or seven years. There is good hope that for the future these lethargic and penurious sections will feel the general impetus which education has received. The admirable school system of Canada takes these loiterers by the arm, saying "move on," and they are compelled by external force to quicken their pace. Another proof of the greater efficiency of our schools at present is seen in the superior intelligence and proficiency of the younger branches of our families, over those who were at school some years ago. One very encouraging symptom of the present system of teaching

is the pleasure which the children feel in attending school and the sorrow they manifest when their parents retain them at home; they also begin to feel great interest in the examinations, and eagerly answer the questions that are put to them; my energies become exhausted before the children are tired, or willing to close. In one instance the examination was carried on from 9 A. M. to 5 o'clock P. M., without intermission or refreshment, not that I considered such prolonged mental exercises judicious, but the children and the teacher would persist in it; and surprising proficiency was displayed not only in the ordinary branches of a common school education, but in the rudiments of chemistry, natural philosophy, anatomy and physiology, mathematics, the use of the globes, etc. There is one serious evil in connexion with our school system yet to be overcome; that is the want of house accommodation for country teachers. The married teachers are generally preferred, but the only tenements available in the country are the old dilapidated log houses, which have been abandoned by the farmers for better dwellings, and consequently when young men who have been successful as teachers purpose to marry, they almost invariably change their occupation, partly on this account. If comfortable houses were erected in the school sections for the accommodation of the teachers it would be of great benefit; we should not then lose so many good teachers from the office as is now the case, neither would there be such frequent changes, which are much to the detriment of education. I expect that some new school houses will be erected this year with much more enlarged and suitable accommodation than the old ones possessed. Unhappily two school houses in Smith have been burnt down since my last report, in both cases it is believed to be the work of an incendiary, but the conflagrations were caused by private animosities and not from any opposition to education. Your liberal arrangements to supply our schools with suitable apparatus are working beneficially, and many of the schools are being well furnished with that important requisite. Your valuable *Journal of Education* is taken for each section by many. It is highly prized and eagerly read, but some of the sections are very indifferent to it. You are aware that both townships are supplied with common school libraries. Some prejudice at first existed, on account of the expense, among the illiterate and niggardly part of the community, but such littleness has been effectually reprimanded by the more enlightened part of the public. The country will be under lasting obligation to you for the noble and herculean enterprise of supplying every school section, through the length and breadth of it with a free library of valuable and well selected books. The measure was happily conceived, well timed, and wisely carried out. Our young people are rising to a higher degree of intelligence, and as their minds expand they will not be content with a monotonous routine of corporeal labour, but seek mental exercise and recreation. This would be sought in ways that might prove injurious to their habits, and pernicious to their moral character unless provision was made for this want of their rational nature. The books have been as extensively read as the most sanguine could at first expect; and a desire will be kindled for a large supply of that mental aliment which will invigorate the mind, exalt the character, and subdue the desire for gross indulgence. An increased taste for reading is already manifested by the liberal subscriptions which are made for Sunday School Libraries; thus are the minds of the young roused to self-improvement and independent thought, that mental digestion which

alone produces mental life and health. This part of our educational system renders it almost complete. It is a pledge of good and glory to our country that knowledge diffuses itself from so many points, for intelligence and virtue are the only safeguards of liberty, and the only guarantees of peace, prosperity and happiness."

59. *The Reverend Francis Andrews, Otonabee* : "The common school system was getting on well, and harmoniously, until lately, when the separatist influence commenced to undermine the unity and good feelings of all classes. I understand that some sections are about to be broken up by separate schools, which I fear will destroy the system of education in our county. I should feel exceedingly sorry were this to be case, as our present arrangement is so well calculated to keep down sectarian influence, and promote the civil interests of the land. Libraries, maps, and apparatus, are not so well supplied as could be wished, but as these are now cheaply obtained, I hope the schools will avail themselves of the opportunity."

XIX. COUNTY OF VICTORIA.

60. *P. H. Clarke, Esq., M. D. Mariposa* : "I have done all I could to induce the trustees of school sections to establish libraries, and furnish the schools with maps and apparatus, to render them as efficient as possible, but the strong objections urged against it by a great number of careless individuals, (who are to be found in almost every school section) have as yet, prevented any action being taken to accomplish so desirable an object ; but I think there is some probability of this indifference being in a measure removed in the course of the year. The greatest evil felt in regard to the improvement of our schools is the low standard of qualification, allowed by the Council of Public Instruction. At every meeting of the County Board there are a great number of third class teachers enabled to occupy school rooms, if they can find trustees who are more anxious to get a cheap teacher than a good one ; and that in the present case is not very difficult to do. The consequence is, there are a great number of these teachers employed in the township ; and almost without an exception, in every section, there are a number of pupils who are able to teach those whom the law and trustees authorize as their instructors. Such pupils not being able to derive any benefit from the school must stay at home. In this there is very great injustice, the children not only suffer considerable loss in the neglect of their education, but parents and guardians are obliged to support a school of no benefit to them. In many respects, however, apart from what I have mentioned, I have great pleasure in stating to the department, that, in my opinion the cause of education is gradually and effectually gaining ground in the township of Mariposa."

XX. COUNTY OF ONTARIO.

61. *D. G. Hewitt, Esq., Mara and Rama* : "The regulations respecting the library I cannot say are strictly observed, but there is a better observance of them than last year. The township clerk has been round on a visit of inspection, and charge of books, by order of the township council, but has not yet made his report. The books are much more read than at first, and I think the little prejudice

which existed as to the original outlay has died out but ; education must make a still greater advance before the library can be fully appreciated."

62. *The Reverend John Durrant, Pickering*: "With regard to the state of the schools under my care, and the educational interests connected with them, I beg to give my opinion that a progressive improvement is going on. From the experience of a two years superintendence, I am convinced of the superiority in teaching of those who have attended the Normal Institution. I have to lament a general deficiency of attention in the department of writing in most of the schools under my care, and have labored in all my visits to inculcate more attention to this necessary art both in teachers and pupils. I have also strongly advocated historical classes for the purpose of instructing our scholars."

63. *John N. Agnew, Esq., Reach and Scugog*: "The schools in this section have not all been as prosperous as I could have wished to report ; some of them, however, have been most satisfactory. Too many of the teachers are still of the third class, and too frequently the trustees are induced to engage them in consideration of the cheapness of their services. I am happy, however, in being able to add, that higher salaries are being offered and given this year than ever before, and already not a few of the places filled last year with third class teachers are now supplied with competent persons. I am only able to report one common school library, but can truly say of it that its benefits are incalculable. All read ; and thus, while all are improved and instructed, the youth of the section are imperceptibly forming and cultivating an early taste for reading, than which we know of nothing that has a greater tendency to decide favourably or unfavourably respecting a man's future character. The great advantages now offered for purchasing libraries will, I doubt not, be in a very short time embraced by the most remote school sections in the country. The subject of free schools is still a vexed question at our annual school meetings, and not unfrequently gives rise to strong party feeling among otherwise good neighbours. While, however, the advocates of the free school system are, with but few exceptions, actuated by disinterested and progressive principles, many, if not all of its opponents, are men of antediluvian principles, possessing some property and no children,—we may therefore hope with some degree of assurance that a very few years will suffice to completely overcome the opposition to this great national measure that is already fast giving way."

64. *Abraham Bagshaw, Esq., Scott and Uxbridge*. "The schools are improving very much, and will I hope continue to do so."

65. *The Reverend R. H. Thornton, Whitby*: "In transmitting this report I have great pleasure in stating that the schools in the township with, two exceptions, are in a most satisfactory condition. The report gives evidence that although but few are yet entirely free they all make an approach towards it, the amount of the rate bills being generally far below the amount raised by rate upon property. There are fewer 1st class teachers than in some previous years, which is merely owing to circumstances. The 2nd class teachers are generally very respectable. The

attendance is still increasing in the respective sections, and the tax quietly paid in the majority of cases. Libraries are provided for all the sections, and the subdivision, covering and cataloguing were all done by the council ; but several sections have not yet obtained their cases, either from indifference or not having duly appointed a librarian. Few have had their books more than three months, which will account for the nature of the report on this head."

XXI. COUNTY OF YORK.

66. *The Reverend William Belt, B. A., Scarborough*: "It would cause much complaint to cease, if the people were once thoroughly convinced, that the well or evil working of a school system is in their own hands. The government, while laying down the general provisions of the educational law, had left its practical carrying out to the good sense of the people ; and there exists perhaps no defect, which the inhabitants of any school section might not remedy, did they unitedly use the power which the school law has left to them. In the actual education of the young, I consider the present system an improvement on the old one, in every particular except in the almost universal neglect of the syllabication of words. Children who are not taught to analyse words ; that is, divide them into their component syllables, will not so readily arrive at the true pronunciation of a compound word. Teachers, to whom I have spoken on the subject, have been unable to give me a satisfactory reason for neglecting, (as it seems to me) so essential a matter ; and I therefore beg respectfully to submit it to the notice of the Normal School authorities, whom, I doubt not (if they have no sufficient reason for the omission,) will impress upon teachers the advantage of the old system of syllabication."

67. *The Reverend George S. J. Hill, Markham*: "I have, during the past year, paid eighty-five official visits to the schools, and delivered twenty-three lectures on education. With regard to progress in this township, I have found two great obstacles. The first arising from the very irregular attendance of children and the next from the continual changing of teachers every year ; this last practice is the more injurious, in consequence of the want of uniformity observed by the present race of teachers in their method of instruction ; thus at each annual change, pupils have to unlearn the method of their late, and acquire that of their new preceptor : this difficulty can be obviated only by a supply of teachers, all trained under one uniform system. With regard to the irregular attendance of the children, we may hope that as the country advances in wealth and intelligence, parents will perceive the necessity of allowing their children to attend the school more regularly. Under the present system, many of the schools are opened and closed with prayer ; the Word of God is freely read, and the ten commandments taught in them : the children thus learn their duty to God and man and the different peculiarities of doctrine are left to be enforced by their parents and religious teachers. In the present state of society, and mixed up as the different denominations are, this is all we can hope to do, in the way of religious training under any national system of education."

68. *The Reverend J. Gilbert Armstrong, A. B., Vaughan* : " Regarding the books in the libraries, my report shews that they have been, generally speaking, very much sought for and read during the past year. It is rather too soon to look for much as the result, but one thing may be observed which is already manifest, that these books tend to employ the people during their leisure hours, and therefore to keep them from spending their time in idle, frivolous and often dangerous, pursuits."

69. *The Reverend H. B. Osler, Albion* : " You will find by referring to my report, that there have been no lectures delivered ; my usual time of lecturing is in the winter, as near the time of school meetings as possible, in order that, if anything is wrong, or any particular matter needs to be discussed at the approaching meeting, it may be brought before them, and they may have it fresh on their memories when they attend. Just as I was preparing to lecture I was taken ill, and have not since been able to attend to my duties. As regards libraries, there is not the interest manifested, that I could wish to see ; comparatively few read the books. I hope, however, a change may take place soon."

XXII. COUNTY OF SIMCOE.

70. *The Reverend S. B. Ardagh, A. M. Vespra and Sunnidale* : " It is gratifying to report a gradual educational improvement going on. For a long time I almost despaired, but at length a change has taken place for the better ; this is principally owing to the free school system, for as long as uneducated persons had not to pay directly, from their own pockets, so long it was impossible to get a salary for a competent master. I think also that the people are becoming more aware of the value of education for their children, and that a cheap teacher is really very useless and expensive. Now that the people are disposed to grant more liberal salaries to teachers, I find great difficulty in procuring them. The board of public instruction is becoming more particular in granting certificates, as several have been withheld lately. I have been encouraging the employment of female teachers in some of the schools, as I find them much more useful and competent, than the inferior class of male teachers. We must look forward to the Normal School to furnish us with competent teachers, now that the salaries are improving."

71. *Andrew Jardine, Esq., Nottawasaga* : " We have had for the last year, some very good schools, and good teachers ; particularly the one sent from the Normal School. Our schools are all under the free system, and improving greatly."

72. *The Reverend John Gray, Orillia and Oro* : " Respecting my report, I beg to offer one or two explanations. In one section the school is not opened with prayer, but the cause of this omission is not hostility, or even indifference to the duty, but the extreme diffidence of the teacher, who happens to be a female. The whole of the schools under my charge, may be therefore set down, as in theory, carrying out the admirable instructions on that important subject of the Council of Public Instruction. I am happy to inform you, that the libraries established in Orillia and Oro, are working as well as could have been anticipated. That belonging to the

little township has been very successful, and has been much used, especially by the young. The librarian is at present sick; or else I would have sent the requisite statistical returns. The library in the former township is located in more than one place, so that a personal visit, which I have not been able to accomplish, will be necessary before a full report can be communicated. What would tend much to improve and extend the library system would be the impressing upon municipalities and trustee corporations, the duty of apportioning a small sum yearly for the purpose of supplying their respective libraries. In reply to your circular, I have to state that the word which would best describe the history of education in these townships under my superintendence would be, *progress*. Going back, say for five years, and surveying the state of education till the present time, the review is most encouraging. In regard to the perfection of the educational system; in regard to the quality and improved character of the instruction communicated; in regard to the moral and intellectual status and qualifications of the teachers employed; in regard to the augmented remuneration afforded them; in regard to the increasing interest taken in education by all parties; in regard to the growing liberality of the people; in regard to the deep rooted affection, which is felt and exhibited for the system; and in regard to the imbuing of it with religious principles, (so that he who now condemns it as godless, is considered the slave of prejudice or the enemy of education); in regard to all these subjects a marked improvement has taken place. So deep is the affection for one system, that at the last parliamentary election, the chief cause of the defeat of the unsuccessful candidate was his professed opposition to our common school system; and he, I am happy to say, is now one of its warmest upholders. Five years ago, I believe that in several parts of the county, his hostility would have proved favorable to his return. Were it not intruding upon your time, I might go from section to section, and furnish you with ample proof of what I have stated. I shall, however, confine myself to the section in which I reside. When I came to live here, about five years ago, there existed a deep rooted hostility on the part of many to the diffusion of education generally among the masses and especially to the system as inaugurated and established by yourself. For months the mention of it excited discussion, and contemptuous remarks; very little interest was taken in the matter, and a miserable pittance of £40 or £50 doled out unwillingly to the teacher; of course these remarks are only applicable to an uninfluential portion of the community, for education had many warm friends, but the present system very few. Now almost every body favors the idea of promoting education; the present noble system possesses a large number of devoted friends; opponents have been turned into supporters, and hostility into admiration. Last year an excellent brick house was built at an expense of £200 or £300; a teacher is ungrudgingly paid £100 per annum, and a good library is in operation and greatly prized. It will thus be seen that the admirable system which you have planned and brought to its present state of comparative perfection, has even reached with its improving and invigorating influences, this remote northern locality, and if it has been so successful here, what must have been its progress in more favored and friendly places, where it met with less opposition, and had fewer obstacles to encounter. Still the victory over ignorance and prejudice is not nearly complete; much remains to be accomplished. There are three defects I conceive for which

remedies should be provided : the inefficiency of many of the teachers ; the imperfect nature of the supervision of the schools ; the irregular attendance of the young people generally and the large number of children who attend no school notwithstanding the increased facilities afforded them. Time, I conceive, will remedy the evils arising from inefficient teachers, but they might to some extent be bettered by abolishing the third class of instructors ; not immediately, perhaps, but by announcing that after the year 1858, no third class teacher would be entitled to receive any government allowance. Any person who would be incapable, in two years, of qualifying himself to receive a second class certificate, is unfit intellectually for the post of a teacher. Some exceptions might perhaps be made in favor of pedagogues of long standing ; whom years and past services would entitle to some indulgence. I also conceive that the most successful remedy for the irregular and non-attendance of so many children throughout the province is the employment of an improved class of instructors. Let the quality of the teaching be changed, and the school will not only become more attractive, but the amount and nature of the instruction communicated to those, who attend irregularly, will prove more solid and valuable. I may also be permitted to throw out the suggestion that the government might impart an impetus to education by establishing a literary franchise. With due instructions, it might become as much coveted as admission to the legion of honor in France. I am inclined to regard the want of a proper supervision as the most important defect in the system. The duty of local superintendent is usually undertaken by professional gentlemen, most commonly by ministers, principally from a desire to promote education. The only time they can devote to the office is that hastily snatched from onerous pastoral labors, and the consequence is that the duty is inefficiently performed. The true remedy, in my opinion, would be, the appointment of county inspectors, who ought to receive liberal salaries, and who should be obliged to devote their entire time to the work : this is, I believe, the system successfully adopted in Britain. Its advantages are so obvious and numerous, that I deem it superfluous to state them ; and if there be such obstacles in the way of this scheme, as would render its present adoption impossible, I would at least suggest that the present superintendents be more liberally paid for their services, and that those who may be hereafter appointed undergo some kind of examination. Some of them, as you doubtless know, might be instructed by their teachers, instead of the latter being obliged to submit to their inspection, and in too many cases feelings of charity influence in the townships, and religious views instead of fitness, procure the appointment."

73. *The Reverend F. L. Osler, M. A., Tecumseth* : "The township is now divided into very convenient school sections, so as to preclude the necessity of further alterations, and all would have worked harmoniously but for the Roman Catholic School Bill, which I fear will have the effect of entirely destroying two, if not three of the sections. I am sorry to say that during the past year little use has been made of the library. None of the school sections have taken books from the central library."

XXIII. COUNTY OF HALTON.

74. *The Reverend John Armour, Esquering* : " The school population of this township is still on the increase, and it is with pleasure that I also observe an increase in the attendance. The progress also of the majority of the schools in this township is visible; there are a number furnished with desks and seats on the improved plan. Maps also, by the liberality of the government, so easily obtained, appear in all our schools, and other school apparatus is being introduced which will make our little establishments seminaries of learning. The rise of teachers' salaries has a very wholesome effect; the schoolmaster now feels himself to be somebody; his labors being appreciated and his toils rewarded, he does his work gratefully. From the report it appears that in eight of our schools, prayer forms a part of the exercises; this number will I hope be increased during the present year; there are also thirteen in which the Bible is read. In one of these schools while the children are taught in a very excellent manner all the customary branches of a common school education, the Bible, especially in its historical parts, is learned in connection with the ancient history of the national books. In this school a very superior style of map drawing and writing is taught. Indeed, in our schools generally progress is evident; where there is spirit and power, and enterprize in the teacher, it appears in the scholar. I am sorry to notice, however, that notwithstanding all the efforts put forth, and the encouragement given to educate the young, there are still about four hundred children of the proper age, who attend no school. This is much to be lamented. The only remedy in my opinion is the free system. One section, the most backward perhaps of all our sectional schools, was made free last year, and from the report it is evident, that with one or two exceptions, the whole school population attended, some part of the year, their seat of learning. This one I visited a few days ago, and found it crowded with pupils, and making considerable progress in all the ordinary departments of a common school education."

75. *Angus Stewart, Esq., Nassagaweya* : " On the whole we are progressing, all the schools have been in operation during the past year; and the average time they have been kept open, the average attendance, and the average amount of teachers' salaries are all in advance of any previous year. Every school is supplied with a map of the world, and a set of object lessons. Only one as yet has a map of Canada; this deficiency will, however, in some measure be supplied during the present year. Although none of the schools last year were entirely free, yet the rate bill charged was generally below the legal 1s. 3d. per month, and the opposition to taxes for schools, which formerly prevailed, has in a great measure died away. I think a general free school law would be received here as a great boon. As the best means of making the books of our township library available to the whole population, they have been distributed among the several school sections, and sectional librarians appointed, and once in each year, the books will be returned to the township librarian, and re-distributed. I have made strict inquiry respecting the working of the system, and have no doubt as to the result; it appears to work well, and to be highly appreciated in all the sections with one exception, and, from their appearance, the books must change hands very frequently. I was pleased to

ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR,
AND
COMMON SCHOOLS,
IN UPPER CANADA,
FOR THE YEAR 1855,
WITH AN
APPENDIX:
BY THE
CHIEF SUPERINTENDENT OF EDUCATION.

Printed by order of the Legislative Assembly.



TORONTO:
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1856.



Department of Public Instruction for Upper Canada.

[No. 1291, R.]

EDUCATION OFFICE,

TORONTO, 31st May, 1856.

SIR,

I have the honor to transmit herewith, to be laid before His Excellency the Governor General, my Report of the State of the Normal, Model, Grammar and Common Schools of Upper Canada, during the year 1855, including a statistical statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix which contains copious extracts from Local Reports, and various Documents and Papers illustrative of the means which have been employed to promote the improvement and extension of the Grammar and Common Schools, and the establishment of Public Libraries, throughout Upper Canada.

I have the honor to be,

Sir,

Your obedient servant,

E. RYERSON.

The Honorable

T. LEE TERRILL,

Secretary of the Province,

Toronto.

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ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS
IN
UPPER CANADA,
FOR THE YEAR 1855.

PART I.—GENERAL REPORT.

TO HIS EXCELLENCY SIR EDMUND WALKER HEAD, BARONET,
GOVERNOR GENERAL OF CANADA, &c. &c. &c.

MAY IT PLEASE YOUR EXCELLENCY,

In presenting to your Excellency my Report of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1855, I am happy to be able to state that there is no abatement in the progress of our system of Public Instruction, but a larger increase in the number of pupils attending the schools and in the amount of moneys provided for their support by local self-imposed rates on the part of the people, than has been reported during any preceding year.

Hitherto, from motives of economy in printing the reports, I have reported the statistics of *Townships* only once in five years—limiting myself during the four years out of five to the statistical returns from Counties. The last being the fifth year since I included Townships in my returns, my present report contains the school statistics of 359 Townships, as well as those from 42 Counties, 5 Cities, 16 Towns, 5 Towns with Municipalities only, and 20 incorporated Villages of Upper Canada. The copious extracts which I have given (Appendix A.) from the Reports of Local Superintendents, present, with intelligent and anxious faithfulness, the darker as well as lighter shades in regard to the provisions and operations of our whole school system. The same remark applies to the first Reports of the Inspectors of Grammar Schools in Appendix B.

The examination of the Statistical Tables and extracts of local Reports is the best means of learning, or forming a correct and enlightened opinion of the principles and working of the system of Public Instruction, its obstacles, its progress, its success, its defects, and excellencies. It may, however, be proper for me to make a few references and remarks.

1. COMMON SCHOOL MONEYS—TABLE A.

This table shows that while the Legislative Grant apportioned to Municipalities last year, amounted to £24,474, the local Municipal assessment for School purposes amounted to £45,123, nearly twice the amount of the Legislative Grant, and being an increase of £12,126 on the Municipal assessment of the preceding year.

The aggregate amount of the local *Trustees'* School assessments last year, was £109,711, being (after deducting the equivalents not charged against it last year, amounting to £41,682,) an increase over that of the preceding of £16,045.

The amount of *rate-bills* on children and *subscriptions* last year, was £30,807—a decrease of £5,092 on that of the preceding year.

The amount expended for *Maps* and other *School Apparatus*, was £2,064—an increase on the preceding year of £169.

The amount expended on *School Sites and Buildings*, was £34,272—an increase on the preceding year of £12,115.

The amount expended in the payment of *Teacher's Salaries*, was £170,027—being an increase on the preceding year of £25,309, or more than *one hundred thousand dollars!* The increase in the sums for the payment of *Teachers' salaries*, and the erection of *school-houses*, is the truest and most practical test of the progress of a school system; and under both these heads the returns are most satisfactory and encouraging.

The *total amount* expended for *Common School* purposes last year was £224,818—being (after deducting £12,533, not before charged,) an increase on the expenditure of the preceding year of £23,700;—the largest increase which has ever taken place in one year in this branch of public instruction.

2. SCHOOL POPULATION AND COMMON SCHOOL PUPILS—TABLE B.

According to this table, the school population between the ages of 5 and 16 years, was 297,623, being an increase on the preceding year of 19,711.

The number of children between those ages attending the schools was 211,629—increase on the preceding year of 18,292. The number of pupils of other ages was 16,235—an increase of 5,404. The whole number of children attending the schools was 227,864*—being an increase on the preceding year of 23,696.

The number of boys attending the schools was 125,678, an increase of 12,793; the number of girls attending the schools was 102,186, an increase of 10,903.

The number of indigent children reported as attending the schools was 3,059, being a decrease of 808.

This table exhibits also the classification of pupils, and shows a very gratifying increase in the more advanced classes of reading, and in the higher subjects of Common School education, such as grammar, history, book-keeping, mensuration, algebra, geometry, elements of natural philosophy, vocal music and drawing.

3. NUMBER OF COMMON SCHOOLS, AND WHEN ESTABLISHED—TABLE C.

It appears from this table that there were 3,525 School Sections, being an increase of 113; that there were 3,325 schools opened, being an increase of 81. There

* To these may be added, 12,410 pupils attending the Grammar Schools and other Educational Institutions See Table R., pages 204-5, *post*.

were, therefore, 200 School Sections in which there were no schools, or from which no reports were received.

This table also shews that the number of Free Schools was 1211 an increase of 34. The number of schools, partly free, was 1665, an increase of 496. Of these 544 were schools in which the rate-bills were less than one shilling and three pence per month for each pupil. Thus 1755 out of the 3325 schools reported, were more free than the law requires; showing the result of experience and the tendency of the public mind in favor of free schools.

This table likewise contains all the information which I have been able to collect as to the number of schools which have been established in each Municipality during each year since 1816.

4. TEXT BOOKS AND APPARATUS USED IN THE COMMON SCHOOLS—TABLE D.

Of the 3,325 schools reported, the national series of text books are used in 3126. Thus this excellent series of books may be considered as the school text books of Upper Canada—printed in the country, approved and used by the country, as well as recommended by public authority. The books not recommended or sanctioned according to law are fast disappearing from the schools.

There were maps in 1728 schools—increase 150; and blackboards in 2399 schools—increase, 32.

The number of schools which were opened and closed with prayer was 1003—increase 520; and the number in which the Bible and Testament were read was 1963—increase, 152.

5. COMMON SCHOOL TEACHERS. THEIR RELIGIOUS FAITH, SALARIES, &c.—TABLE E.

The whole number of teachers employed during the year was 3565, of whom 2568 were males—ncrease, 5; and 997 females—decrease, 34. Members of the Church of England, 716—increase, 14. Roman Catholics, 396—decrease 25. Presbyterians, 998—increase, 18. Methodists, 957—decrease, 52. Baptists, 183—decrease, 44. Congregationalists, 57—decrease, 5, &c. The highest salary of a teacher in a city, £350; in a town, £200; in a village, £130; in a county, £160. For variations of salaries, see the table.

6. SCHOOL HOUSES, SCHOOL VISITS, LECTURES, TIME OF KEEPING THE SCHOOLS OPEN—TABLE F.

The returns of school houses for 1854 or 1855, or for both years, seem to be very imperfect, as there are several discrepancies between them. According to this table the number of school-houses built during the last year was 195, of which 31 were of brick, 10 of stone, 49 frame, 46 log, 59 not reported. The whole number of school houses reported, was 3,362.

The whole number of visits to schools made, during the year was 40,704—increase, 986. Of these visits 6916 were made by Local Superintendents—increase, 50; by Clergymen, 3335—increase, 305; by Municipal Councillors, 1396—decrease, 13; by Magistrates, 1399—increase, 34; by Judges and Members of Parliament, 365—increase, 192; by Trustees, 15,899— increase, 362; by other persons, 11,394—increase, 56. Total, 40,704.

The number of school lectures on education delivered by Local Superintendents during the year was 2082—decrease, 71 ; and not more than two-thirds as many lectures as there were schools opened, or as the law required. Lectures by other persons, or voluntary lectures, 260—increase, 185.

The average time during which the schools were kept open was 9 months and 20 days—increase, 4 days.

7. GRAMMAR SCHOOLS—TABLES H. I. AND K.

These tables contain the statistical returns as to the receipts and expenditures of moneys in support of the Grammar Schools, the whole number of pupils in them, and the number of pupils studying each of the several branches taught, the text books used, &c.

The amount apportioned from the Grammar School Fund last year was £6549, being an increase on the preceding year of £1064. The amount received from fees was £5122—increase £748. The amount of Municipal aid was only £1630 ; from other local sources, £1625 ; balance from the preceding year, £559, being an increase under these heads of £910. The whole amount received from all sources was £15,486, being an increase on the receipts of the preceding year of £2,722. Of this sum £11,563 were expended in paying the salaries of masters—increase, £691 ; and the balance in the building, rent, repairs and furnishing of school-houses.

The whole number of pupils in the schools during the year was 3726, being a decrease of 561, arising from the introduction of the new programme of studies and new regulations which do not permit the admission or continuance of A B C pupils in the schools, but which require an entrance examination in the elements of Common School instruction.

Of the 3726 pupils in the Grammar Schools, the number reported as studying Latin was 1039 ; Greek, 235 ; French, 365. It will thus be seen that a very small proportion of the pupils in the Grammar Schools are pursuing the studies which constitute the distinguishing characteristic of those schools.

In my last report a minute analysis of the statistical returns was made to show the actual state of the Grammar Schools before the new regulations, or rather system came into force ; but as these regulations only took effect in July last, it is too soon to institute a comparison between the state of the Grammar Schools under the old and new regime.

In regard to the general state of the Grammar Schools the last year, and on the introduction of the present regulations and programme of studies, I need add nothing to the very excellent reports of the two Inspectors who were appointed last year, and from whose annual inspection of the schools I anticipate the most salutary results. For their reports see Appendix B.

From these reports it will be seen how great is the need in many places of better buildings for the Grammar Schools, with proper furniture and apparatus, and how inadequate the law for these purposes is to enable Boards of Grammar School Trustees to erect and furnish good buildings, as well as to provide for the certain and adequate remuneration of masters and teachers.

8. NORMAL AND MODEL SCHOOLS—TABLE L.

The table shews attendance at the Normal School during the last year to be in advance of that of the preceding year. In regard to the Model School—the school of practice for students in the Normal School—the number of pupils in each of the two (male and female) branches, is limited to 210 pupils—420 in all. Though there are hundreds of applications on the books, that number cannot be exceeded, and new applicants are admitted in the order of their application, unless they are from without the City of Toronto.

The desks and chairs, which have been in constant use during four years by children from 5 to 16 years of age, are without blots or marks, showing the practicability, under a government strict, mild and parental, to inculcate upon children order, neatness and care as to the objects of their daily use. The whole system of organization, government and teaching, together with the maps, charts and other apparatus, is such as exemplifies what a Common School should be, and such as has elicited the unqualified admiration of great numbers of visitors from various countries. Student-teachers witnessing such models, and employing a portion of each week, during their attendance at the Normal School, in teaching in such Model Schools, cannot fail to possess peculiar advantages in going out as instructors of youth. In the Normal School they attend lectures and perform severe exercises in the whole course of instruction; in the Model Schools they reduce to practice the knowledge thus acquired and matured.

The efficiency of the Normal School has, in every respect, been maintained, and in some respects, I think, improved. The practical and thorough character of the mode of teaching, as far as the limited period of attendance on the part of student-teachers generally admits, favorably compares with that which I have witnessed in any other country; as also the energy and zeal of the able masters. The demand for teachers from the Normal School, and the remuneration offered them, have increased in proportion as they have become known, and much more rapidly than it is possible to train them. Indeed, but a small proportion of the schools can as yet be provided with teachers from the Normal School; but the influence of the methods of organization, instruction and government inculcated and illustrated in the Normal and Model Schools, is felt throughout Upper Canada, and has already produced a most beneficial change in the character of school teaching and government, and a much higher standard of character and qualification on the part of teachers, and of comfort and convenience in regard to school-houses, furniture and apparatus. The school-houses in the majority of the cities and towns and in many country places, are built and furnished after the plan of the Provincial Model School; and some of them are more spacious and elegant. When the appreciation of the education of the youth of the country is such that the school-house shall be the ornament of the neighborhood, village or town, and not its disgrace, and when the schools shall become objects of attraction to visitors, as well as matters of lively interest to both parents and children, then may we hope to see our country approaching its high destination in its sources of productiveness and the elevation and advancement of its population.

 9. THE FREE PUBLIC LIBRARIES.—TABLE M.

In my last report, an explanation was given of the steps which had been taken for the establishment of a system of Public Libraries in Upper Canada, and the objections which have been made to the establishment of such a system were sufficiently answered. The year 1854 presented the results of three years' preparation; of a personal visit to the various counties, and an appeal to them on the subject; of the first applications for a supply of books from all the municipal and school corporations that were prepared to establish libraries on the favorable conditions proposed. In most cases, there was more or less opposition to the imposition of a new tax upon the people, and that opposition was generally in proportion to the largeness of the sum proposed to be expended in the purchase of books. In several instances, the councillors and trustees who took the noble responsibility of taxing their municipalities for the establishment of libraries were rejected for such alleged extravagance, by a majority of their constituents at the ensuing elections. Some time was necessary to allay this opposition and to produce a healthful reaction by the circulation of the books purchased, and the pleasure and profit experienced in their perusal.

Under these circumstances, it could not be expected that the following year would witness the applications for many additional books. It is, however, gratifying to observe that 16,598 volumes have been purchased and put into circulation during the year. The whole number of volumes sent out by this Department is 116,762, on the following subjects: History, 20,169 volumes; Zoology, 9,226; Botany, 1,630; Natural Phenomena, 3,615; Physical Science, 2,555; Geology and Mineralogy, 1,074; Natural Philosophy, 1,843; Chemistry 976; Agricultural Chemistry, 591; Practical Agriculture, 5,507; Manufactures, 5,653; Ancient Literature, 705; Modern Literature, 10,975; Voyages, &c., 8,367; Biography, 12,274; Tales, Sketches, &c., 30,379; Teachers' Library, 1,222. It cannot be expected that the operations of the libraries would be equally successful in all cases. But the Extracts from the Reports of Local Superintendents, (see Appendix A), show that, with few exceptions, the books are highly appreciated and largely read. No language can overrate the importance of rendering accessible to the inhabitants, both old and young of all classes, in each municipality and section, the *companionship* (through their biographies and works) of the wise and good of all ages and nations;—to the students of science and literature, works on every branch and subject of their favorite pursuits;—to the students of history, the lives of nations and individuals;—to farmers, manufacturers, and mechanics, practical works on agriculture, manufactures and trades;—to heads and members of families, works on practical life; to the lovers of travel, of nature, of the marvellous, voyages, natural history, natural phenomena; to the old, books specially written and selected for their entertainment and consolation; to the young, counsels, biographies, histories, tales, sketches, &c., for their amusement and instruction. It has been my object, in providing for the establishment of these libraries, to render accessible to the remotest township and school section in Upper Canada the choicest treasures of human knowledge. The circulation already of so large a number of volumes on so great a variety of useful and entertaining subjects, must be productive of salutary effects. Yet, only 179 municipal libraries,

embracing about 509 school sections divisions of them have been established ; leaving more than 2,500 school section libraries, or sections of libraries, to be established. This great work has but commenced. It will be one special object of my next tour of the province, to call public attention in the various municipalities to this vast interest, as I did on the eve of commencing the operations of 1854.

10. SCHOOL MAPS, GLOBES, AND OTHER APPARATUS.—TABLE N.

It was not until the middle of the year that legal provision was made to aid trustees to furnish their schools with maps, globes, and other apparatus upon the same terms as those on which they were provided in regard to supplying them with libraries—namely, by apportioning one hundred per cent upon whatever sums they might advance for these requisites of school instruction. The collection of these requisites in the Depository of this Department is the most extensive and complete that I have ever seen. Illustrations to the eye in all possible cases render the attainment of knowledge easy and agreeable, and facilitates its communication. Under this new arrangement, schools have been provided with maps, &c., to the amount of \$4,655—comprising 1304 maps, 48 globes, and several hundred articles of other school apparatus and requisites. The number of schools whose trustees have availed themselves of these facilities, is 159—namely, 148 common schools, 3 grammar schools, 4 union grammar and common schools, and 4 separate schools.

11. SUPERANNUATED TEACHERS AND FUND FOR THEIR RELIEF.—TABLE O.

In 1853, a legislative grant of £500 per annum was made “towards forming a fund for the support of superannuated or worn-out common school teachers, in Upper Canada, under such regulations as may be adopted, from time to time, by the Council of Public Instruction, and approved of by the Governor in Council: Provided always, that no teacher shall be permitted to share in said fund, who shall not contribute to it, at least at the rate of one pound per annum, for the period of teaching school, or receiving aid from said fund, and who shall not furnish to the Council of Public Instruction, satisfactory proof of inability, from age, or loss of health in teaching, to pursue that profession any longer: Provided also, that no allowance to any superannuated or worn-out teacher shall exceed the rate of one pound ten shillings for each year that such teacher shall have taught a common school in Upper Canada.”

In pursuance of these benevolent provisions of the law, the Council of Public Instruction proceeded to adopt regulations and forms according to which applications would be received and pensions granted.* In 1854, the grant was increased to £1,000 per annum. The number of worn-out teachers who have received aid from this fund is 85; of whom 7 are deceased. Two of the first of the worn-out teachers aided from this fund died the day the cheque for the first instalment reached their Post Office. The youngest pensioner upon the fund is 44 years of age; the oldest is 83; the average age of the pensioners is 65. Eighty-five applications have been made since January 1856. No pains have been spared in the investigation of the cases of applicants, in order that the liberality of the legislature might be beneficially

* See Appendix L., in the Annual Report for 1854, p. 234.

applied. To meet the circumstances of those worn-out teachers, to whom pensions have been granted, the amount of subscriptions required by law has been *deducted* from the pension granted them, instead of requiring them to advance it. Thus, if a pension were granted for forty years service—the subscriptions payable, as required by law, would be £40, or rather £41, including the first year of receiving the pension, while the highest sum permitted by law to be paid him, would be £60—leaving a balance of £19 payable to him for the first year. During each subsequent year, one pound only would be deducted from his pension. The sums thus deducted, are credited as subscriptions paid.

From the limited amount of the fund and the large number of claimants, the sum annually payable to each is small, and must diminish as the number of claimants increases. Yet, small as this grant is, it has relieved and is now relieving a considerable number of men, poorly remunerated in their day, for their useful labours, and affords no small encouragement to meritorious teachers who are devoting their health, strength and lives to the noble work of forming the minds and, to a large extent, the future character of the youth of the land.

It is honorable to Upper Canada to be the first Province or State in America in which any public provision whatever is made in aid of the support of common school teachers, when they shall have become worn-out in the service of their country.

12. LEGISLATIVE SCHOOL GRANTS AND LOCAL ASSESSMENTS.—TABLE P.

This table exhibits the distribution of the Grammar and Common School Funds to the various Counties and Cities of Upper Canada, and the extent to which each has participated in them. The principle of distribution in regard to the grants for libraries, maps, and school apparatus to all the municipalities, and the principle of redistribution of the Common School grants in all the Municipalities, is according to the sum raised or work performed in each. The principle of developing and rewarding local effort, but in no case superseding it, is proved by all past experience to be the most, and indeed the only effectual means of instructing and advancing a free people. The business of the State is not so much to educate the people, but to aid them to educate themselves; and it will have performed its duty just in proportion as it adopts the best means by diffusing information and providing machinery for prompting, encouraging, assisting, and calling forth enlightened local effort for the instruction and education of the young, and the spread of useful knowledge amongst all classes.

13. COLLEGES, ACADEMIES AND PRIVATE SCHOOLS.—TABLE Q.

According to this table, the statistics of which are very imperfect, there were 10 *colleges* (4 with University powers), teaching 1,100 students and pupils. The amount of public aid received by them was £22,833,—increase, £6,412. The number of *private academies* was, 29—increase, 10. The number of pupils attending them was, 1,053—increase, 187. There were also *private schools*, 278—increase, 92. The number of pupils attending them was, 6,531— increase, 1,924.

14. GENERAL EDUCATIONAL SUMMARY FOR THE YEAR—TABLE R.

This table exhibits a complete summary of the educational work of Upper Canada during last year. According to it there were 3710 educational institutions, teaching 240,817 pupils, for which the people of Upper Canada expended

the large sum of £288,998 13s. 8d., or nearly *one million one hundred and fifty-six thousand dollars*.

15. JOURNAL OF EDUCATION.

About 5,000 copies of this publication are issued monthly, and furnished gratuitously to the Trustees of each of the Grammar, Common, and Separate Schools, and each of the local superintendents throughout Upper Canada. Apart from original articles and official instructions, notices, &c., it is made the repository of a careful selection of the best articles and passages which appear in the educational works and periodicals of Europe and America, embracing every branch and almost every topic of the vast science and art of educating the young; also, a digested summary of literary, scientific, and educational intelligence, at home and abroad, with occasional illustrative engravings of public institutions, school-houses, and apparatus for instruction. Great and varied benefits have resulted from the monthly issue of this periodical during the last eight years.

16. MODELS AND OBJECTS OF ART.

A commencement has been made during the past year towards adding to this Department a collection of school apparatus, objects of art, and models of agricultural implements, &c., &c. But as only few of these objects have yet arrived, and no arrangement of them has yet been made in the educational museum of this Department, I will defer all remarks on the subject until next year.

17. GENERAL OBSERVATIONS.

The law requires me, in presenting my Annual Report, to make "such statements and suggestions for improving the Common Schools, and the Common School Laws, and promoting education generally, as I may deem useful and expedient;" and as unprecedented efforts have been and are being made to destroy the character, and uproot the foundations of our system of public instruction, I think it expedient to explain and vindicate its principles at some length in regard to the attacks made upon it, and pretensions put forth by advocates of Separate Schools, and in reference to the question of Religious Instruction.

I. *Separate Schools.*

1. While the general success of the school system during the year has been an increase over that of preceding years, the people of Upper Canada have evinced an unprecedented unanimity and determination to maintain it in all its integrity. It secures to all what all have a right to claim—equal and impartial protection. It provides equally for all classes of the community. No example of proselytism under its operations has ever occurred; and no charge of partiality in its administration has ever been substantiated. No less than 396 Roman Catholic teachers are employed in teaching the public schools, and a corresponding or larger proportion of the superannuated teachers to whom pensions have been granted, are Roman Catholics.

2. A system of public instruction being founded upon the principle, that it is the duty of the State to provide for the school instruction of all its citizens, it follows, that none should be excepted from its advantages or obligations. If all do not need it, or do not desire to avail themselves of it, they are not the less obliged to support

it, the same as all are required to contribute to provide court houses and the payment of the salaries of Judges, although many may never enter a court house nor seek the decision of a Judge.

3. In such a system, where there are diversities of religious opinion, the method is to have *combined secular* instruction, and *separate religious* instruction,—the State providing the former, and leaving the latter to the respective parents and religious persuasions of the pupils. In most cases, especially in America, the religious instruction (when given at all) is given at home, in Sunday schools, and in Churches. In other cases, religious instruction is also given in the school houses or elsewhere by the clergy or catechist of each persuasion at appointed times, such as will not interfere with the ordinary exercises of the school. This last is the national system in Ireland, and it is, for the most part, the system in Upper Canada, and will probably be so altogether. In such a system there is no interference with the religious convictions of any pupils in the schools, and therefore no reasonable pretext for separate schools. If public schools are founded at public expense and for the public good, no citizens can be separated from them without injury—injury in some degree to the public schools on the ground of support—but much greater injury to the parties separated, as being deprived of the advantages of the public schools and compelled to support other schools at greater expense and generally less efficient, and with the additional disadvantage of being severed and alienated from other classes of the community with whom their interests, position and future prospects are largely associated. It is only, therefore, for very grave causes that the State can be justified in allowing any portion of the population to be isolated from a system of public instruction. But where this is claimed with the avowed view to the interests of a religious persuasion, the answer is, “the State has nothing to do with the peculiar interests of sects, but has everything to do with the school education of its youth.” The State equally tolerates and protects the former, but it largely provides for the latter. As, therefore, a system of public schools is based upon public interests, the members of no sect or religious persuasion can claim on constitutional or public grounds, that any of such schools should be made sectarian, or that public funds should be expended for the support of sectarian schools at all—much less that such schools should be placed upon the same footing as public schools. The sole object of public schools is secular education; the leading object of sectarian schools is sectarian interests—with which the state does not interfere where there is “no semblance of union between Church and State.” If, therefore, the State does so far depart from the principle of a national system of instruction, as to permit any members of a religious persuasion to separate themselves from it, and to even give them public aid for a sectarian school, it is a favor granted them on the ground of indulgence, but upon no ground of constitutional right; since no sect has a constitutional claim to more than equal and impartial protection in the enjoyment of access to the public institutions of the country. It was on the ground of toleration or indulgence that separate schools were first sanctioned by law both in Upper and Lower Canada; but with this difference, however, that in Canada East, where the union of Church and State exists, the schools of the majority are for the most part denominational schools, while those of the minority are non-denominational—the reverse of what exists in Upper Canada.

4. It is only since 1850 that any persons pretended to demand separate schools as a right, and not as a favor. But when corporate powers and privileges are once granted to persons, they then acquire legal rights which cannot and ought not to be lightly taken from them, however unadvised and to be regretted may have been the act of conferring them in the first place. And it is upon this ground that I have stated in former reports, and repeat here, that I think the clauses of the school law providing for separate schools ought to be allowed to remain on the statute book. I found clauses in the school law for that purpose when I assumed the charge of the department in 1845; I have since successively submitted the re-enactment and extension of them, as far as I could consistently with the efficiency of the public school system, and the rights of individuals and Municipalities, and so as to place the parties supporting separate or "dissentient" schools in both Upper and Lower Canada on perfectly equal footing; but the separate school clauses of the law as prepared and recommended by me were complained against by some leading advocates of separate schools, and a bill was prepared on their part, and brought into the Legislature in 1854, without any knowledge respecting what I had done, and substituting, for my clauses, the provisions of the Separate School Act now in force. But though I have had nothing to do in preparing the provisions of this Act, and though I doubt whether they are as beneficial to the parties of separate schools as the provisions for which they have been substituted; yet I think they should be allowed to remain undisturbed. They were prepared and accepted by the complaining parties themselves as a settlement of the question; they have not affected, nor do I think they will affect, the general working and efficiency of our school system; they leave not the shadow of pretext for the complaint that Roman Catholics in Upper Canada are less liberally treated than Protestants in Lower Canada, and especially since providing in a Lower Canada School Act during the recent session of the Legislature that Protestants in Lower Canada must levy and collect themselves whatever sums they may require for school purposes, and taking away from the Municipal Councils even the power to levy and collect any rates for "dissentient" schools.*

5. But if the parties for whom separate schools are allowed, and aided out of the Legislative School Grants, according to the average attendance of pupils (which is the principle of distributing the school grants among the common schools in all the townships of Upper Canada) shall renew agitation upon the subject, and assail and seek to subvert the public school system, as they have done, and endeavor to force legislation upon that subject against the voice and rights of the people of Upper Canada, by votes from Lower Canada, and the highest terrors of ecclesiastical authority, then I submit that the true and only alternative will be to abolish the separate school law altogether, and substitute the provisions of the national system in Ireland in relation to united secular and separate religious instruction, and extend it to Lower as well as Upper Canada. To the principles of that system in relation to national schools no party can object. It has been in successful operation

* Yet I see in the columns of the ultra-advocates of separate schools, statements to the effect that there are several essential particulars in which the case of the supporters of separate schools in Upper Canada is bad in comparison of the supporters of "dissentient" schools in Lower Canada—statements which are groundless and delusive, and put forth to justify the high-handed hierarchical proceedings which have been adopted to subvert our school system, or make it the ally of one particular church against the great majority of the people of Upper Canada.

in Ireland for more than twenty years, and has been recently re-affirmed after the fullest discussion, by the unanimous vote of the British House of Commons. It is too much that the people of Upper Canada, like the Israelites in their work of rebuilding, as mentioned in the 4th chapter of Nehemiah, should be compelled to stand constantly on guard for the protection of their school system, to labour at the erection and completion of their educational edifice "every one his sword girded by his side," and "he that soundeth the trumpet by him." There can be little doubt as to the result of an attempt, by means of external votes, at systematic legislation against the voice of the great majority of the people of Upper Canada and their representatives, on the vital question of public instruction. No such attempts have been made to repeal and change school laws in Lower Canada by bills brought in by Upper Canada members of the legislature, and carried by votes of an Upper Canada majority against the voice and remonstrances of a majority of Lower Canada members. I believe the leading members of the legislature from both sections of United Canada, are satisfied that the clauses of the laws in regard to separate schools in Upper Canada are, upon the whole, more favorable to their supporters than are the corresponding clauses of the laws in regard to dissentient schools in Lower Canada.

6. It is true there are difficulties attending the establishment and support of separate schools in Upper Canada that are not experienced in establishing and supporting dissentient schools in Lower Canada. But that difference arises from social causes, and not from partiality in legislation. In Lower Canada what are legally the national schools, are, as a general rule, church schools, the ceremonies and religious teachings being such as are directed by the authorities of the Roman Catholic Church. Where this is the case, there can be little difference or reluctance on the part of the Protestant minority to establish and support a dissentient school. But in Upper Canada the national schools are non-denominational; the religious convictions of all classes are equally protected,—as much so as in the mixed schools in Ireland; they are equally open to all classes—are altogether or nearly free; and in cities and towns are, for the most part in good buildings, well furnished taught by able teachers.

7. Under such circumstances, it is extremely difficult to compel or persuade any considerable number, much less the whole, of any class of religionists to separate themselves from such schools, and erect separate ones at greater expense and less efficient; and that upon the ground, not that the public schools interfere with their faith or attempt to proselyte them, but that Roman Catholics associate with Protestants and acquire personal feelings of respect and affection, which precludes the opportunity of constantly inculcating, and blunts the edge of the teaching, that Protestantism is a species of infidelity, that Protestants are a species of infidels, and should be loved, and pitied and prayed for, not even as nominal Christians, but as heretics and infidels,—that any other feeling in regard to either Protestantism or Protestants, is a dangerous "*indifferentism*," only a shade better than infidelity itself—that, therefore, the public schools supported by Protestants are infidel schools, and the whole school system, created under the auspices of successive administrations and parliaments, and developed and sustained by the people of Upper Canada with unparalleled unanimity and liberality, is an infidel system! We have only to read episcopal circulars and their newspaper organs, to see that I have fallen far below

the reality in thus epitomizing this foreign element which has been imported into Upper Canada since 1850, and which is as foreign to the spirit and feelings that Roman Catholics have in all past times cultivated and cherished, and which the great majority of them still cherish, in regard to their fellow subjects and the educational institutions of their country, as it is alien to the spirit of truth, and the progress of Canadian civilization. I have reason to believe that it is by extreme exertions of ecclesiastical authority that many Roman Catholics can be made to endorse such teaching against the character and cherished institutions of the great majority of the people in Upper Canada, and assume or continue the support of separate schools. Hence the efforts to deprive them of their exercise of choice, by not leaving it to them to express their individual wishes from year to year, but endeavouring to include them as a body, placing the power of exemption from the public schools in the hands of trustees. Hence also the efforts to make municipal councils the imposers and collectors or rates for the support of separate schools, on account of the reluctance of many of the rate payers concerned to pay the rates for the support of such schools, and in order to avoid the contact of church authority with them. Hence likewise the efforts to get apportionments for the support of separate schools, not according to average attendance (which is the principle of apportionment adopted in regard to all the public schools) but according to the population of a whole religious persuasion. It therefore becomes every friend of general education and knowledge to protect our system of public instruction against these open and covert attempts to weaken and subvert it; and it becomes every friend of religious and civil liberty to aid in protecting individuals from all abridgement or invasion of their right of choice and action—an invasion which has assailed the highest personages in the legislature for the parliamentary exercise of their judgment and for the discharge of their duties as the responsible advisers of government for the whole people—an invasion which would prostrate the government and legislation of the country at the feet of hierarchical assumptions.

8. As it is the duty of the state to provide for the education of all the youth of the country, it ought not to permit the legal exclusion of any portion of them from the fullest advantages of that provision without their having the benefit of teachers equally well qualified to teach as the teachers of the public schools, and schools and instruction equally efficient. But while teachers of the public schools have to be examined and licensed by a county board according to a programme prepared by the council of public instruction, the teachers of separate schools are subject to no such test of their qualifications, but are licensed by each set of trustees that employ them; and from the inferior qualifications of some of the teachers employed in them, and which must be the case more and more from their inadequate remuneration, and from their exemption from the examinations required of other teachers, it is to be feared that many children set off and assigned to the separate school suffer serious disadvantages in comparison with other children residing in the same neighbourhoods;—apart from the disadvantage of their isolation, the salutary influence of the emulation and energy which arises from pursuing the same studies in connection with the youth of other classes in the community, and with whom they are to act and associate in future life. I think that adequate protection and security are not provided for the school education of the youth separated from the public schools without any choice or responsibility of their own: and

it may yet be the duty of the legislature to look carefully into this subject. In the mean time, I believe there are some separate schools in which full justice is done to the secular branches of the education of the pupils.

9. The provision permitting the establishment of these schools in the School Act of 1841, was doubtless dictated by liberal and benevolent intentions; and from 1841 to 1850, it was attended with no discord and little or no evil, but was scarcely ever acted upon except in neighbourhoods where the imported feelings of transatlantic religious hostility prevented Protestants and Roman Catholics from availing themselves of the same schools. But since 1850, what was before requested as a favor and acted upon as an exception, has been demanded as a right and insisted upon as a system; and though the provisions of the law in regard to Separate Schools have been extended since 1850, every concession has been followed by a new demand, and every demand has been accompanied by a proposed measure, essentially different from the demand on which it was professedly founded, and which would, if acceded to, (as I have shown in my printed reports and correspondence of past years,) have subverted our whole system of common school instruction. Had even the present separate school Act introduced near the end of the session at Quebec in 1855, been passed as it had been prepared, our public school system would now be broken up. Nor would the consequences be less fatal were the short Bill introduced into the Legislative Assembly this session, and entitled, "An Act to amend the Upper Canada Separate School Act of the year 1855," to become a law. This bill is still pending; and it is authoritatively stated that the ecclesiastical authorities under whose auspices it was prepared and introduced, persist in demanding the passing of it under pain of the highest penalties they can inflict. Under such circumstances, it becomes my duty to notice this bill, that all parties may be aware of its character and tendency before the next session of the legislature. This bill consists of two sections, the first of which repeals the *twelfth* section of the Separate School Act;—the section which contains the conditions on which supporters of separate schools are exempted from the payment of municipal school rates,—conditions which both Protestant and Roman Catholic members of two successive administrations, felt to be the most easy and just on which any persons could be allowed exemption from what is common to all classes of their fellow subjects. This twelfth section of the Separate School Act is as it was prepared and introduced by the Roman catholic section of the administration, and was accepted by the parties concerned without the slightest objection or hesitation; but within a few months past episcopal commands have been issued for its repeal! The second and principal section of the bill required to be passed by the legislature, (and for not voting for which this session, episcopal denunciations have been officially pronounced against several members of the legislature,) is as follows:

"II. Notwithstanding any thing in the above named [Separate School] Act, or in any School Act or Acts to the contrary, every person paying rates, whether as a proprietor or tenant, who, when required to pay his school taxes or rates, shall present to the collector a certificate in duplicate from the secretary-treasurer of the trustees, or any board of trustees of any Roman catholic separate school or schools, that he has paid all school rates or taxes required by such trustees or board for the

then current year, shall be exempted from the payment of all rates or taxes imposed for the building or support of common schools, or common school libraries, for the same year; and it shall be the duty of such collector to retain one of the above named certificates, and sign his name to the other to be returned by him to the rate payer."

10. This section so imperiously demanded, but so wholly inadmissible in principle and detail, contains extraordinary provisions.

(1.) It relieves trustees of separate schools from imposing school rates themselves for their schools, imposes upon the municipality the obligation of *levying* rates for separate schools, the same as for public schools—an obligation which is imposed exclusively upon the trustees of "dissentient" schools in Lower Canada,—so much so that even the power (were it disposed to exercise it) to levy rates for the support of dissentient schools in Lower Canada is taken from the municipality.

(2.) It invests the secretary-treasurer of any separate school corporation with the enormous and unheard of power of interposing between a municipal council, and the collection of all school rates levied by it, and of exempting every rate-payer of every religious persuasion from payment of school rates; and this he can do by a variety of means, and throughout all Upper Canada, and that without the slightest restriction, the slightest liability to any penalty whatever, but with absolute impunity. To one rate-payer he can say, "if you will pay two thirds, or one half, or one quarter as much to support the separate school or schools, as the municipal council has taxed you to support the public schools, I will give you a duplicate certificate of exemption." In this way a *bribe* may be held out to every rate-payer to *support separate* schools. But to those who would not accept of this bribe, one of another kind could be offered. The secretary-treasurer, or his agent, might say to each rate-payer, who might refuse on any terms to support a separate school "if you do not wish to pay any rate to support the public schools, I will give you, a certificate that you have paid all the rates that the Roman catholic trustees require you to pay for the support of the separate school for the current year." In this way might a *bribe* be held out to *every* rate-payer, *not* to support the *public* schools.

(3.) But apart from the preceding considerations, such a provision would put it out of the power of any municipal council, to levy any rate for the erection or payment of school premises or buildings, or for the support of public schools, without levying such sum for separate schools as the trustees of such schools may succeed in diverting from those purposes, by the power of ecclesiastical authority and by a two-fold system of bribery. Nor could any trustees of public schools levy and collect any rate whatever, for the support of their schools, from persons who might be furnished with the said Roman catholic trustee certificate of exemption. Nor would it be possible for any municipal council to know how much per pound it would be necessary to levy in order to raise any sum or sums that might be required for the support of public schools, as it could not tell what amount might be obtained by trustees of separate schools; nor could trustees of public schools in any section, or town, or school division, know on whom to levy school rates, as they would have no means of knowing who had obtained, or who might obtain a certificate of exemption from the adverse trustees of a Roman catholic separate school.

(4.) It is perfectly clear, that should such a Bill become law, there would soon be an end of both free schools and public schools, and the Trustees of Roman Catholic separate schools would possess a direct and indirect power in each Municipality far greater than that of the Municipal Council and Trustees of public schools together. Yet such a Bill intact is demanded, under the pretext of placing the supporters of separate schools in Upper Canada upon the same footing with the supporters of dissentient schools in Lower Canada! The most vigorous attempts are made to force such a Bill upon Upper Canada against the almost unanimous voice of its representatives and their constituents; and ecclesiastical penalties are inflicted upon Members from Lower Canada who will not vote for this gross outrage upon the public school system, and the Municipal, and Protestant and individual Rights of the people of Upper Canada!

11. The passing of this Bill is demanded at the next session of the Legislature. The same influence which has been brought to bear upon Members of the Legislature, is exerted over each elector in each County, Riding and Municipality. The issue of the question is before the Country; it is imposed upon it by the authorities of one religious persuasion. It cannot be evaded. It is, therefore, with a view to this issue that I have felt it my duty thus to defend our school law and system from the attacks made upon it, and from the efforts to destroy it—efforts unprecedented in the annals of Canadian history. In the eventful issue of this question, it remains to be seen whether the people of Upper Canada are to be under the rule of episcopal circulars and mandates, or continue to be a free people—whether their own voice is to control legislation for themselves, or whether legislation is to be forced upon them from without—whether their school system which has been established and thus far matured with so much unanimity and at so large an expenditure of their labour and money, and which equally protects and consults the just rights and interests of all sects and parties, is to be subverted or perpetuated—whether the principle of equal rights and privileges is to be maintained among all classes and denominations, and “all semblance of Church and State union discontinued,” or whether that union in one of its worst forms is to be established, placing each Municipal Council, each corporation of public schools, each rate-payer of every religious persuasion, and each public school and library, in a maimed and humiliated position before the ecclesiastical and corporate authorities of separate schools.

12. I shall continue, as I have done, to give to separate schools all that the more than just, the indulgent provisions of the law, and the most liberal construction of it, will sanction; but I should be unfaithful to the trust reposed in me, and to the obligations of patriotic duty, not to maintain and defend the system of national schools against all attempts to weaken and destroy it.

II. *Question of Religious Instruction.*

1. It now remains for me to make some remarks on the question of Religious Instruction. In the mind of every enlightened philanthropist and Christian, there can be but one opinion as to the necessity and importance of religious instruction as a part of education,—indeed that there is no education, properly speaking, without religion, any more than that there is a man without a soul, or a

discover, that a great majority of the borrowers were young men and women, a circumstance that must tell beneficially on the future prospects of the community."

76. *The Reverend James Nisbet, Trufalgar* : " It gives me pleasure to observe a considerable improvement in the schools of this township, during the past year. This remark is applicable to the teachers employed ; the subjects taught ; the fittings up of the school houses ; the attendance of pupils ; the length of time each school has been kept open ; and the attendance at public examinations and lectures. The more I observe the working of our common school system, the more satisfied I am of its excellence, and I sincerely trust the day will never come, when the country shall witness its destruction by sectarian jealousies."

77. *The Reverend Thomas Greene, A.B., Nelson* : " I am much pleased to be able to announce that in all the schools in this township, the Scriptures are read, and in several the form of prayer, recommended by the Council of Public Instruction is used. By a comparison of the present report with that of the previous year, you may perceive that larger salaries have been paid to the teachers, and all the schools kept open for longer periods, so that we may justly conclude that the benefits of education are more fully appreciated. As I consider it but right that the Chief Superintendent should be made acquainted with everything connected with the working of the present school system, I may be permitted to say that public opinion is unfavorable to the existing mode of dividing the funds by average attendance, and that this subject seems worthy of the careful consideration of the department."

XXIV. COUNTY OF WENTWORTH.

78. *The Reverend William McClure, Barton* : " My lectures in the sections were pretty well attended, and deep attention and interest were manifested. One lecture, however, in the year, can accomplish but little where so much is yet to be done. I hope to prevail on one or more teachers to unite with me, in a course of lectures in each section. Could such a course be sustained for a few seasons, quite a new state of things would commence, and no section would be wanting in a good school house, with its maps, charts, library, &c., &c. The township of Barton is yet far behind what it should be in common school education ; here as in other places and things the energy of the few must conquer the apathy, the indolence, and the prejudice of the many. The struggle is already well commenced, nor, with our present means of training and teaching is the issue (although slow) for a moment doubtful."

79. *The Reverend John Porteous, Beverley* : " We have no fewer than 158 pupils reading in the 5th book. When visiting the schools I had often occasion to remark that actual advancement in reading and education, is not always to be measured by the books used. To be rightly understood, the 5th book requires apparatus that few of our country schools possess in their vicinity ; in many cases it would be positively advantageous to put each of the three higher reading classes one stage back ; but as parents and children would not relish this, not many teachers of my acquaintance have the hardihood to do it ; although if all teachers were faithful to their own judgments, and true to one another, it would be easy to introduce

the arrangements deemed most judicious, and abide by them. I make these remarks for the use both of parents and teachers, if they should happen to see them, for I am persuaded that injury is done in putting pupils too soon in the higher books. The average attendance, which was 502 during the first six months, fell to 404 in the last. Is not this decrease surprising? Cases of measles indeed occurred here and there, but not in numbers sufficient to account for the diminution. Has the high price of labor anything to do with it? I saw in a school register last autumn that a boy had been out of school five months during the year, during the busy season, and found on enquiry, that he had been at work all the time, and his age was—how much do you think? Just seven years. This case may probably help us to the solution of the problem. We have just one school section, the 17th, that possesses a common school library; I believe the regulations are observed, and I testify with pride to the intelligence of the population. We have two good framed school houses built during the year, both are comfortable and suitable; but the one at Troy is a nice building, stands high, and at some distance from the road, while it has a large play ground attached; large though it is, I saw it the other day pretty full of young Trojans. On the whole, education is certainly increasing and prospering around us.”

80. *Andrew Hall, Esq., Flamborough East*: “The Waterdown section has now its central school; a spacious building of stone work has been erected, two rooms of which are already finished, with a teacher in each, a male and a female; the trustees intend finishing the upper story this summer, and I may state that their object in doing so, is that they may have a grammar school in connection with the others. You may therefore regard us as applicants for the next county grammar school, as soon as the present fund at your disposal will admit. I am inclined to believe that the municipal council will give over to each school section its share of the township library, to be circulated in rotation, and I am of opinion that this will be more likely to give satisfaction to all parties than any other arrangement.”

81. *James F. Douglas, Esq., Flamborough West*: “One of the greatest abuses of municipal powers is in the careless selection of a superintendent for the common schools, now I, like many others, through a feeling of vanity or ambition, may accept, aye, ask for such an appointment, when other engagements wholly preclude our ability to perform our duties as they should be done. In respect to libraries, I may remark that the township municipal council had voted £100, for the procuring of sectional libraries, but before proper arrangements could be entered into with the trustees of the various sections, a miserable factious opposition rose in the council and rescinded the vote.”

82. *The Reverend Thomas Williams, Glanford*: “The schools have been in a good common working condition, while it does not seem that either people or teachers aspire to anything very excellent, with one or two exceptions. It does not seem to be a general rule that good teachers find a good people to labor with; still good people mostly have good teachers, and a good improving school. There is a liberal disposition among the people to raise the salary of the teacher, if they could find one who could earn it. The township is so divided into sections, as to be very

convenient to all the inhabitants, no dwelling being more than two miles from some school, though that school may not belong to the section in which they reside ; this accounts for the number of non-resident pupils connected with each school. The form of prayer sent out, and prescribed by the Council of Public Instruction is not cordially received and acted upon. I have spoken to most of the trustees, and many of the people, on the subject of school libraries, but without effect. They would like the books ; they think the terms liberal, but very few of them ever having had any benefit from such institutions, they do not feel their value sufficiently, to induce them to make the effort. The library of section No. 3 is doing good, though the readers are fewer in number than one would be inclined to think, considering the easy terms on which books may be obtained. There is a general approbation of the system of public schools as at present established : I think the people here desire no change. Thinking people, and indeed the mass seem to entertain the opinion, that all the system wants is thorough working in its present form, and that the Chief Superintendent deserves the lasting gratitude of the whole country for his zealous and successful efforts."

83. *The Reverend Wm. Hay, Burford, &c.* : "I have pleasure in transmitting to you the annual school reports of the townships of Burford and Oakland for the past year. In consequence of another having acted as superintendent of Burford during the greater part of the year, I am not able to express an opinion in regard to the state of the schools in all the sections ; but can say from personal inspection, that some of them are in a prosperous and growing state. Honorable mention should be made of union section No. 18 of Burford, and 3 of Oakland, which has two commodious and well furnished school houses, sustaining two first class teachers whose united salaries amount to £200. In these townships there is a lack of well qualified teachers. Higher salaries would have been given in many sections, could well trained Normal School teachers have been obtained. Without such it is impossible that our valuable school system can be carried into successful operation. No interest will be taken by any one in an inferior school, and no occasional effort of superintendent or others can awaken the population to the vital importance of education, and the necessity of liberality in sustaining the schools, if teachers be incompetent. Wherever there is an able and faithful teacher employed, I have observed that parents and others take a lively interest in the school. I am sorry to report that we have no common school libraries established in these municipalities, but the matter is under the consideration of the proper authorities, and we hope to do something in this direction during the current year."

XXV. COUNTY OF BRANT.

84. *The Reverend Elijah Clark, Dumfries South* : "On page A, in the seventh column of the report, you will find it reported that eight schools are free, or partly so. There is but one free school in the township. What is the effect ? It is the best and most advanced of all. The inhabitants take a deep and lively interest in the subject of education. At the examination held in the school-room, it was evident that parents and guardians felt proud of the advancement of their children. The old grievance was again brought up at the annual school meetings in most of

the sections throughout the township. The injustice of free schools!!! But what has no small tendency to keep the inhabitants from adopting the free school system, is the unrighteousness of having to help in supporting sectarian schools. This has no doubt done no small amount of injury to the free system. The community at present feels great dissatisfaction on the subject of sectarian schools. You will perceive there is but one library in this entire township. I have repeatedly urged upon the inhabitants the importance of investing a part of their money, at more than compound interest, but O, how slow they are to believe all that is said to them on this subject. The vast importance of having a wholesome instructive library, to which their children can have access, not only to keep their minds from being poisoned by the odious publications which are scattered throughout the country by speculators and designing infidels; but to afford them facilities in storing their minds with useful instruction, and teaching them early the habit of choosing and reading such, and only such, publications as will afford food to the intellect. The cause of the non-attendance of pupils, may be attributed to their not having sufficient clothes, and in a few (but a few) instances, indisposition on the part of parents. In answering the questions touching the regulations, etc., of the library—‘Are the regulations strictly observed, and what influence does the library exert in the neighbourhood?’ The regulations are rigidly enforced, and observed. The influence of the library in the neighbourhood is good, and not only do children, who were in the habit of spending their evening hours in idleness before the library was purchased, now devote such time to reading books taken from the library, but the parents will sit and listen to them with interest, and draw from the subjects read a theme for conversation the next day.”

XXVI. COUNTY OF LINCOLN.

85. *The Reverend Wm. Hewson, Clinton* : “In submitting the report, I would beg leave to remark, that the general tone of sentiment in this township in regard to education seems to be steadily improving and the administration of the law is far more efficient than formerly. A much higher standard of character is necessary in the teacher, cheapness being not so much looked at as ability and efficiency. Our library belongs to the township, and is being distributed into the sections to a considerable extent since the beginning of the year. It was opened last July, and there have been about 130 volumes per week taken out. The books are all covered and labelled; we have about 1450 volumes and a marked beneficial result upon the inhabitants, especially the young people, is quite discernible. I have to regret that a greater number of our schools do not avail themselves of the liberality of the department in furnishing themselves with maps and apparatus. I think, however, I shall not have this to complain of long, for several are taking steps to furnish themselves with those very necessary means of improvement. The grammar school here is in union with the common school and is in better order than it has been. I have merely reported the common school department. I wish you long life and continued success in your noble work.”

86. *Angus Cooke, Esq., Grantham* : “So far as I have observed the practical working of the present school system, I feel quite satisfied, that where its provisions

are duly carried into effect, it is admirably adapted to the great object of providing education for all; yet in the present condition of the inhabitants of this country, there is a difficulty in selecting proper persons for school trustees,—possessed of the requisite intelligence, energy and perseverance,—necessary to carry out, effectively, the power vested in them. Indeed in so many instances is this deficiency apparent, that I cannot but express my belief, that were the system of township boards of trustees introduced generally, it would greatly tend to obviate these difficulties, would raise the standard of qualifications, and place teachers on a more stable footing, less subject to the caprice and injustice of the ignorant. You are aware that this system was introduced into this township for a short period, but in consequence of some informality the bye-law constituting it was quashed, and much derangement produced by thus stultifying the board in mid course of action, with contracts entered into, and assessments partially made; yet, notwithstanding the shortness of the period, there was very evidently a decided improvement in quality of teachers, and increased energy and general interest displayed.—The only evil in this system to be feared, is, that the township council and board of trustees, being in a measure independent of each other, may not co-operate. To obviate this objection, I would suggest that the township council be constituted a board of school trustees. This, though less liberal in theory is, I think, warranted by expediency, until such times as ‘the school-master abroad’ shall awaken the whole people of this highly favoured country to a just appreciation of the advantages they possess in a truly noble system of education; apathy and indifference will no longer exist, and your liberal and enlightened system of education will shine forth in all its utility and beauty. I have much pleasure in informing you that there is every prospect of a library for the township being applied for this year on such a scale, as to allow of a distribution to school sections, which in this township is much needed, and will no doubt exert a beneficial influence on the community.”

87. *Philip Gregory, Esq., Louth*: “If raising money for school purposes were taken as a standard to measure improvement by, we must be progressing rapidly, but my humble opinion is, that in one case it would not be quite correct. The average salaries of teachers are considerably higher this year than formerly. You will see that we have no Normal School teachers in this township. We have been obliged by higher wages to press persons into the service from other pursuits, who although well enough qualified for teaching, still want experience, and consequently cannot be as useful as though they were trained in the Normal School. The average time that the schools have been kept open this year is a little lower than that of last, owing mainly to the scarcity of qualified teachers. Many of our school sections are too small to work well, and there appears to be much hesitation and difficulty in getting them re-arranged and enlarged, particularly the union school sections, which seem to be in the most need of alterations and enlargement. The union section schools are mostly feeble and inefficient because too small to raise the necessary funds to pay good teachers, without bearing too heavily on the rate payers. Our school library when placed in the right hands to circulate it, must exert a great influence for good. You will see that some of the school sections take but little interest in the library; while others read a very large number of

books. My own impression is that the circulation of the library books depends much on the interest taken by the librarian to circulate them. Therefore trustees cannot be too solicitous to get the right man in the right place, as respects their libraries."

88. *The Reverend Henry Taylor, Niagara* : "The schools in this township are not what I could desire, yet their condition has somewhat improved during the past year. Schools have been kept open in most of the sections the greater part of the time, but I exceedingly regret that in some sections there have been frequent changes of teachers during the year. I am happy to state that most of the teachers are admirably qualified for their profession ; some of them are holding the first, and the remainder second class certificates, and most of them are qualified in a sense equally essential, viz : having an aptitude to convey instruction to youth and a relish for the employment, and above all they have made teaching their profession. Who has not observed the inefficiency of those teachers who have resorted to the employment of teaching for a brief term, holding themselves in readiness to embark in any other business that may offer higher remuneration? Most of those who hold the office of trustees are intelligent and enterprising men, who are willing to pay something like a reasonable salary ; none of the sections are paying less than thirty, and some as high as forty dollars a month. I am convinced, as every man must be, who has much experience in schools, that the only way to render our common schools efficient institutions of learning is to offer respectable salaries, and therefore secure the services of intelligent and educated men. Teaching should be made a lucrative, as it is a respectable profession ; and then persons of a higher grade of mind, would, for the pleasure, the honor, and the profit make choice of it instead of those professions which are already in this country becoming overstocked. I exceedingly regret that some of the school rooms are very inconvenient as well as uncomfortable. Around some of them there is the absence of play grounds and shrubbery and that scenery which tends to render the mind cheerful, and the absence of which contributes to that gloom and barrenness which are too generally associated with common school premises. And again there is too little attention paid to the furniture of some of the school-rooms. Maps, diagrams, apparatus, convenient seats, etc., are indispensable to every school-room. Some of our school premises are exceptions to the above remarks ; eligible sites having been secured, commodious buildings have been erected, suitable furniture has been provided, and the school premises rendered pleasant and attractive. The admirable working of the free school system has been tested in the Queenston school, and I should rejoice to see it introduced, not only in this township, but in every school section in the province."

XXVII. COUNTY OF WELLAND.

89. *W. F. Haney, Esq., M.D., Humberstone* : "The township, I think, is beginning to feel the effects and literary benefits resulting from the operations of our efficient common school system ; but not to the extent I should desire. That kind of stoicism and immobility characteristic of a German population defeats the energies and intention of the great work of education, to a considerable extent, in

Humberstone. Still, I think inroads are being made upon their ignorance and prejudice, and that they begin to see the necessity and importance of mental culture. The low condition of education in the township to which I have alluded makes it an arduous duty to carry out the superintendence of its schools, and to get with any kind of facility the necessary data to compile a report."

90. *Wm. A. Routh, Esq., Stamford*: "We have made some progress in almost all our schools during the past year. The salaries of teachers have been slightly increased in several sections. This has borne good fruit, enabling trustees to obtain a better class of teachers and stimulating teachers to greater exertions. I am, however, free to say, that so long as a choice between rate-bill, subscription, and free school exists, so long as the inhabitants of sections are required to meet annually and vote on the manner in which the schools shall be supported, so long will our schools fail to give that satisfaction to yourself and other well wishers to the advancement of education, which your and their labors merit. If the present system is intended to extend instruction to all, the school house must be free to all. I take this view from experience. I know this to be the only cause. I feel satisfied that it would double the attendance of children. That it would be the means of securing a greater regularity in their attendance, increase the rate of salaries, induce young men who now seek more lucrative employment to give their time and attention to teaching, to make it their calling, and throw out numbers who, too proud to beg and too lazy to work, in many cases take shelter under the roof of our school houses as teachers, and from want of better, get employment. If it be possible, let us have free schools throughout the province, and then, but not until then, will education flourish in our land. Your own herculean exertions may be doubled; local superintendents may visit, encourage, advise, lecture and report; Trustees may engage none but the most competent teachers, and yet ignorance will prevail throughout the country, envy, hatred and malice will stalk abroad, as at present. I have observed that at the yearly meetings one half of the inhabitants are, as a general thing opposed to the other, on the plan to be adopted for the support of the schools for the then coming year, that a feeling of animosity is there engendered which extends throughout the year. The minority, I grieve to say, for satisfaction's sake, keep their children at home, and the minority of one year generally manage to be to be the majority of another, so that on a reasonable calculation nearly one half of the children are kept from school, through envy, hatred, malice, and all uncharitableness, and the reports say 'Indifference'—would it were even that. A general free school system in my humble opinion is the only cure. Since the year 1847, I have been more or less connected with schools—as teacher, trustee, and superintendent, or I would not presume to express so decided an opinion on the question, the only cause of irregularity in attendance of pupils, indifference of parents and guardians and all the other evils which are attendant thereon. You will observe by my report that every school in this township has been at work throughout the year, some for a longer, some for a shorter period of time, and have drawn either the legislative or county grant, or both. The attendance of parents and guardians at the several public examinations, has been, during the past year much greater than formerly and the progress of the pupils very satisfactory,

especially in sections Nos. 4, 6 and 11. I take the liberty of commending to your particular notice the teachers of Nos. 4 and 6. It is a source of great gratification to me to be enabled to recommend these gentlemen as they serve to prove the superiority of the Normal School system and training. You will observe that under the heading of 'Number of lectures by local superintendent,' I have written *none*—my reason for that is—I felt I could not dignify the few remarks I made with such a title. From the nature of my own business I have been thrown in contact with some of the trustees of the several sections almost daily, it was to them that I directed my particular attention. I have always studied to impress upon their minds the great responsibility attached to their office, the ultimate economy effected by engaging first class teachers, even at high salaries, and the fearful wrong they do the sections they represent by keeping in their employment inefficient teachers. Without vanity I believe my advice has been instrumental in changing the complexion of our schools very much."

91. *John Radcliff, Esq., Thorold*: "I am happy to say that the general business of the schools is progressing favorably."

XXVIII. COUNTY OF HALDIMAND.

92. *Alexander Winram, Esq., Cayuga North*: "In presenting my annual report to the department it becomes my duty also to state the steady advance of education in this township. To their honor be it said, much of this is owing to the continual, untiring efforts of the trustees in their respective sections. This office, unpaid, unhonored, and in most cases unsought for, is one for which few will seek, and no thinking man neglect. To all it ought to be a labor of love, though a duty responsible and onerous, having what each ought to desire, the power of advancing the great work, the education of the young. This, if rightly considered, is a high duty, and it is thus a pleasant thing to me to bear witness to the solicitude of nearly all our trustees to perform these duties—careless of their time and indifferent to private advantage—in the most efficient manner. In every community speaking the English language, we may expect diversity of opinion. The very ground work of our liberty springs from discussion. No wonder then, that the operation of the school law, all over the country, is, next to religion and politics, the one thing uppermost. Being almost domestic from its universality it is the theme when abroad, the subject of the household at home, and go where you may, the school, the master, the trustees and the superintendent, serve as the objects of censure or praise. 'Heart-felt religion, it is said in Sweden, is dying from indifference brought on by conformity,'—but no one will ever say that education can die from that cause here. What therefore may be thought an evil, if rightly considered, is the natural effect of good. It fosters attention, and creates discussion on one spot, and that is,—that nursery of Canada's greatness, the common school. To seek for education in addition to the teaching of the clergymen certainly ought to be the sacred duty of all who have the charge of the young, and none can say with any honesty that in Canada this opportunity is wanting. Where there is the will, there is the way—the school-house may be at an inconvenient distance

to a few, but to the majority it is easily accessible. The golden moments are fast fleeting to the young, when education alone ought to be their task, and the time of little value to a child becomes of some account to prepare the girl for the household duties, and the lad for the field ; so it is to be regretted that the common school patent to all is not the common good of which every one can partake at a nominal price. You will perceive, that in a majority of cases no rate-bill is more than 2s. 6d, per quarter. Property therefore in the section is called upon to make up the deficiency, and no one is so poor in purse or in spirit as to grudge that. To cavil at any system requires only a little knowledge of its working, and to make the most of a few blots, but the question in all its bearings ought to be carefully looked at, the benefits viewed, the objections weighed, ere censure ensues. What shall we say then to the unceasing changing of the teacher, but that the system is one of a popular nature, the working of a corporation having for its members two or three neighbours, swayed by a force too much inclining to a local feeling rather than an independent choice. That here and there, one finds a trustee tricky and false, in the nature of things, may be looked for, but sum up the account and one is astonished at the amount of good, so cheaply, so honestly, so quietly done. It is not in the town or village alone, that one sees with delight the common school, but it is when emerging from the bush, so wild and lone, when you come suddenly upon the solitary square log house, filled with children, that the greatness of our school system is most apparent and the sight most welcome. To find thus, a school in full working order, in a place so far remote from the busy haunts of men, where the houses are few and the paths to them scarcely traceable, has always been to me a source of great delight. It is like finding a spring in a desert. It is here the wonder begins, that amidst the shadows of Canada's primæval forests, you have the perfection of civilization, you find planted in the wilderness the tree of knowledge. This I think is one of the brightest phases in which our school system can be looked at, and it is one that ought to reconcile us to a few inconveniences or a few yearly dollars. It is as it were as universal as the power of law, which enforces order in the city, and compels obedience in the desert. A word in favor of that useful being, the teacher, is a debt I willingly pay. Strangers they come into a section, and as strangers they go, seldom if ever treated better than the laborer. Earning a bare remuneration without a chance of saving. With masters as numerous as the inhabitants. Surely a word in their favor may well be pardoned, as it agrees with my uniform wish, to raise a little the standard of respectability of a class so well deserving, so much neglected, and so grudgingly paid. The only disagreeable part of my office has arisen from protecting teachers. To be silent, was cowardice ; to speak was offence, and I can honestly say that my only reward arises from doing my duty to this hitherto neglected and respectable class. The evil is now working its own cure. The township in general is liberal in its payments, and I may instance section No. 6, which pays the present teacher double the salary paid in 1853, that is £120 per annum. The rate payers also are acting in a new spirit. Years ago much dissatisfaction prevailed, but now emulation in sections succeeds to apathy, and greater harmony prevails. This may arise, however, from agricultural prosperity. I have often thought the office of local superintendent an anomaly in the system. With remuneration perfectly

contemptible, having duties urgent and responsible, with a yearly appointment, and that arising from the friendship of the reeve ; altogether this is the best and worst part of the school administration. The best, as it is the cheapest and most efficient local check possible. The worst, as it can degenerate into an idle job, with impunity. Leaving this part of my subject, permit me to draw your attention to another important branch of improvement in our social condition, the library system. This is one of the greatest blessings ever granted educationally to the Canadian people. Affording every facility for intellectual and moral improvement, advancing the cause of public and private virtue, facilitating enquiry in every part of science, literature, or art, promoting the peculiar bent of every man's mind by examples drawn from all ages and countries, and cultivating or restoring all that is lovely and good ; in fine, doing to the adult what was done to the young, giving to all every opportunity for improvement. The township library, bitterly opposed at first, thwarted by selfishness, and threatened through malice, is now universally approved of ; and I do not know a circumstance, I can dwell upon with greater pleasure, than upon the success of this institution. Books filled with the best thoughts of the best men ; volumes rich in Christian wisdom, treatises abundant in science, are all in daily circulation ; and where even the newspaper was unknown, there is now seen the library book. It is surprising that neighbouring municipalities overlook the benefits this township is daily reaping from this source alone."

93. *William Jones, Esq., Rainham* : "With regard to the new school house erected last year I may remark that its size on the ground is 30 x 40 ft., height 12 ft. inside ; built of the best stock bricks, with hall in the centre, 2 lobbies for clothes, etc., leaving the school room 28 x 28, and very comfortably and conveniently fitted up with 38 desks and seats, to accommodate 2 each ; teacher's desk handsomely fitted up, and grained in imitation of walnut ; the pupil's desks also painted, there is also half an acre fenced as a play ground. In short the whole establishment is a credit and an ornament to the place. Being a resident in the section I was ashamed of the comfortless old log cabin we were obliged to call a school house. I well knew that the appearance of the new school house would act like a charm on teachers. A good one will attract good teachers, and repel indifferent ones. It has always been my aim to make this school a sort of high school for the township,—it being central. Although I have not yet accomplished my object, I do not despair. I think it very desirable to have one school at least in each township where children who are pretty well advanced, and have not the opportunity of prosecuting their studies in their own sections on account of the schools therein being kept open only six months, and then by a very incompetent person, may come and receive that instruction they desire. There are some persons in each section in this township that have an anxious desire to educate their children thoroughly, but are prevented by the ignorance and niggardliness of others. I am happy to inform you of the growing interest springing up in both old and young, rich and poor, relative to the proper training of youth ; and I feel confident that this report will bear no comparison to the one for 1856. Seven out of the eight schools of this township are free this year ; and wherever the schools are free there is always good attendance. Good teachers however are scarce, and command high salaries, and every good wish prevails for the prosperity of the cause of universal education."

XXIX. COUNTY OF NORFOLK.

94. *The Reverend Aaron Slaght, Jr., Townsend*: "I have for the past few weeks visited a number of the schools, and delivered several lectures; and on the whole, I cannot but believe that some progress has been made in the right direction in 1855. The time the schools have been kept open favorably compares with other years; and I think too, there is improvement in the class of teachers, as well as in the methods of teaching. The libraries generally have been but little used, arising more from want of fully understanding the necessary regulations of libraries and an interest on the part of school officers, than from want of any disposition on the part of the people generally to read the books. I hope that for 1856 our books will be rendered more useful."

95. *James Covernton, Esq, Charlottesville*: "My report shews that free schools have been held in only two school sections, and three old schools have been without public tuition. In one case a violent difference of opinion on the matter of free schools, led to such a result, and in the other the inhabitants of the school section dispensed with the aid of the public money and a licensed teacher, rather than allow the members of a colored family to participate in any common educational advantages. The Scriptures are rarely found now as text-books, and prayer is never invoked. The number of Sunday schools is not adequate to the general instruction in Scriptural subjects; and it cannot, nor ought it to be concealed that greater ignorance prevails in Bible history, and the elementary teaching of christianity than during any period within my recollection. It is certainly to be lamented that a limited amount of religious instruction should not be blended with secular learning. The general feeling here in favor of small and compact school sections has been acceded to in this township in the recent establishment of altered revised sections: the effect has been to increase the previous difficulty of keeping up the school. In two cases this has been the sole cause of the school being unformed throughout the year. The inevitable result of small school sections is, limited means and the consequent engagement of teachers at miserable rates of remuneration, and of course of inferior attainments. I feel it is much to be lamented, that school trustees are not compelled to furnish each school house with a black-board and certain maps; they are really essential requisites to general instruction, and if the bestowal of a share of the government aid was made conditional on the supply of such valuable accessories to knowledge at the expense of the locality, I am sure they would be universally, instead of partially furnished."

96. *George M. Evans, Esq., M. A., Woodhouse*: "I am happy to state, that in the township of Woodhouse, which I have had the honor of superintending for the past two years, we have been making fair progress in educational matters. Our percentage of increase, of course, cannot be compared with that of new townships, which are doubling their population every two or three years; but still we have something very creditable to report. The returns for 1855 show an increase over 1854 of 41 per cent. in attendance.

73 " " in amount levied upon ratable property.
31 " " in funds available for school purposes.

27 per cent. in amount earned by teachers.

100 “ “ in number of first class teachers employed.

57 “ “ in number of school visits.

45 “ “ in number of public examinations.

And a decrease of 35 “ “ in amount imposed by rate bill.

In the matter of school libraries I am sorry to report that we have as yet done nothing. In the course of my lectures I have made a point of explaining to the people the nature of the advantages which your department holds out to corporations desirous of obtaining such libraries, and I have no doubt that ere long some of our principal sections may avail themselves of them. For one section we lately procured a set of Johnston's large Maps, with which all are highly delighted. Our school houses are good ; one log, the remainder frame. In the case of two of them, however, the accommodation is not sufficient. For the past year the schools in seven out of our ten sections were free ; in one, a rate bill under the maximum, and in the remaining two the maximum of fifteen pence per month was charged. The schools were open in 1855 for an average length of nine months and eleven days, against eight months and sixteen days in the previous year. The almost absolute necessity which exists in poor sections for continually changing the teacher is the greatest possible hindrance to the progress of the children. A teacher is engaged for 3 or 6 months, and by the time that he and his scholars have become mutually acquainted and interested in each other, they are obliged to separate ; a few months afterwards perhaps, the trustees are prepared to re-open the school. The former teacher has made an agreement elsewhere, and a new one must be employed ; the children then have to make up what they have lost during their idle months, and in addition to learn the ways of a new teacher—only to lose him as soon as they begin to feel an interest in their studies again. I think that the interest taken in school affairs throughout the township is decidedly on the increase, but there is still room for much improvement. It must increase more largely, and manifest itself in better filled school-houses, before we shall be able to see clearly that the work is being done, which will secure a few years hence, as generally educated a population as our rising county will by that time demand. In conclusion, I take the liberty of laying before you my ideas on the principle upon which the school moneys are distributed among the sections by the local superintendent, ideas which have been formed from my experience in a township in which there are sections of all grades, from very poor with 30 children, to rich with 250 children. Changes in the boundaries of their sections will not equalize their numbers, without making those in the thinly settled part so large that the school house would be beyond the reach of most of the children. If on the other hand they are left as they are and the money is distributed as at present, the rich section will draw perhaps £30 of the public money, while the other draws but £3, and the balance must be made up by taxation ; a few are then taxed to raise the large balance which is required in one case, while a trifling tax is levied upon the inhabitants of the rich section to raise the small balance which is required in the other case. I readily acknowledge the justice, *cæteris paribus*, of distributing the fund according to the work done : but if one section has 12 times the school population of another I cannot see that it is fair to give it 12 times as much public money, because

it can report an average attendance 12 times as large as the smaller section can. We must remember here that the few children in the one section have *individually* the same right to be educated, to be taught throughout the whole year, and to be taught by a good teacher, as the many in the other section have. I think that I see a plan whereby the thinly settled section will have an advantage which should not be denied it, while, at the same time the principle of aiding sections according to their works will be preserved intact. My suggestion is that the fund be distributed according to the average attendance for the six months as at present and in addition to this: *according to the per centage of school population which attend; e. g.* if a section containing 50 children of school age returns an average attendance of 40, and another containing 100 returns an average of 80, I should say that their works were equal, and that they ought to receive an equal apportionment; under the present arrangement, the latter section gets double the amount of public money, although better able from its numbers, than the other, to make up the deficiency."

XXX. COUNTY OF OXFORD.

97. *Isaac Piper, Esq., Dereham*: "The library regulations were strictly enforced in 1854, but in consequence of the inhabitants complaining of the severity of the regulations and declining to receive books in 1855 (only about half the sections receiving books in 1855,) the municipal council ventured to lessen the forfeitures a little, and now, in 1856, all the sections receive books again. I am not aware of any peculiar or marked influence produced by the circulation of these library books. Time will be required to make our people generally, a reading people; but it has been observed that books are much more readily purchased for private libraries than formerly, which indicates a growing desire for reading."

98. *The Reverend Donald McKenzie, Zorra West*: "The principle of free schools is making a decided progress here, though keenly opposed by a small minority."

99. *Gilbert Telfer, Esq., Oxford North*: "In transmitting my report I am sorry it does not shew a more regular attendance, yet education is progressing in most of the sections. The schools are all conducted on the free system except one, in that a rate-bill of 1s. 3d. per month, and the remainder raised by taxation. There is opposition offered yet to the free system, but some of those who do so, say if the system were established by law they would be perfectly satisfied. There is one public library in the township, which I have reported. The regulations are most strictly observed. 176 volumes have been circulated during the past year,—the influence exerted has been an increasing demand for books. Parties who live at a distance are discouraged from taking out books on account of the limited time allowed for reading. The principal circulation has been in the immediate neighbourhood of the library."

XXXI. COUNTY OF WATERLOO.

100. *Robert Brydon, Esq., Dumfries North, &c.*: "In my lectures the system of free schools has been advocated from various points of view and with some prac-

tical effects. In the majority of cases, however, I have had to content myself with addressing the children in the schools. Small school sections and a scarcity of well qualified teachers, mentioned in my last annual report, as hindrances to the progress of education, are still ground of complaint; while in some sections there are indications of an increasing interest in school matters, and steps in the right direction have been taken. No less than four substantial and commodious brick school houses have been erected in the township of Waterloo, and one in Dumfries North, during last year. The salaries of the teachers have been advanced, and in number of schools there has been decided improvement. In view of the advantages to be expected from the establishment of common school libraries, and the facilities afforded by the department for obtaining them, I am sorry to have to notice the small amount of interest that seems to be felt in this important auxiliary of education; only one library in each of the two townships having been yet obtained from the depository. In conclusion I beg leave to suggest the propriety of directing public attention to the general want of dwelling houses for teachers, a want which in many instances, subjects teachers who have the misfortune to have families, to great inconvenience and discomfort."

101. *The Reverend James Sim, Woolwich, &c.*: "In regard to common schools, the visits and every annual report, mark a little progress in the cause of education; yet there are many drawbacks to impede the full development of the common school system. In a wealthy section in Wellesley there were sometimes last winter as many as 90 children packed away in a miserable place, about 18×24 and not more than $7\frac{1}{2}$ feet between the floor and the ceiling. There is not a teacher on earth with ordinary strength who could do his duty in such circumstances. The evil is now being happily remedied."

XXXII. COUNTY OF WELLINGTON.

102. *John Cadenhead, Esq., North Riding*: "I am happy to inform you that a marked improvement is visible in every department of the school system under my superintendence. The teachers as a class are much superior to what they were two years ago. There is more energy and intelligence among the trustees, and the people generally take more interest in their schools. The distribution of the school laws in pamphlet form, from the Education Office this year, will undoubtedly produce great good, and was much wanted."

103. *The Reverend Robert Torrance, South Riding*: "Since my appointment to this office in June last, I have visited with one exception all the schools under my superintendence, and some of them as often as three times. My first visit was made without any intimation being sent to the school, as it was my wish to find it in its usual every day state. My second visit was notified,—as I went to lecture, and was desirous of having as large an attendance as possible. Some of the schools are in an active and interesting state of operation, and this is the case with the greater number, but there are a few in which there is a want of due energy. The system of teaching generally adopted and practised is commendable, but there are instances again in which there is manifest room for improvement. Several of the school

rooms are small and low in the ceiling ; and in a number there is neither map, nor object lesson, nor blackboard. I have endeavoured to urge the necessity of a large and high ceiled building, of providing maps, geological specimens, tablet and object lessons, and geometrical forms. In some sections new houses are about to be erected, and stone, in most cases is to be the material employed. At some meetings I set on foot a subscription for maps and apparatus, which no doubt will be carried forward—and some trustees are only waiting for a seal that they may send for the supply of school requisites they need. In some sections the school is kept open for only a few months of the year. In my visits to such I have endeavoured to show the want of wisdom in such a course, and how much better it would be to bear an increased taxation rather than have the young mis-spending the season that God has appointed for their education. I cannot say, not being in possession of the statistics for last year, whether free schools are increasing ; but where they have been made the subject of conversation, they have been favourably spoken of, although I could learn, that in some sections, many are opposed to them. They are the best attended and as a rule draw the largest amount of public money, on the present mode of apportionment. It would be well, if it was enacted by Parliament, that the free school system should be established over the province. This would do away with the feeling which at present exists between those in favour of it, and those against it, and would place all the schools on an equality. A few have been finding fault with making average attendance the basis of apportionment of the legislative grant and county assessment, but my judgment is decidedly in favour of the plan adopted. Time was the basis taken by my predecessor. I am well pleased with your remarks in the last number of the *Journal of Education*. It were much to be desired that this periodical had a wider circulation."

XXXIII. COUNTY OF GREY.

104. *Samuel Snelgrove, Esq., Second School District*: "There is but one common school library in the second school district of the county of Grey, it is in the township of St. Vincent, and is divided, I believe, into five portions, which are placed in five separate wards of the township, and the volumes exchanged from one to another at convenient intervals. The reeve of the township of Euphrasia made a most laudable effort at the last town meeting, to induce the people to consent that the council should appropriate funds for a library for this township, but was beaten by a small majority, and it was opposed by those parties who most needed instruction."

105. *William Ferguson, Esq., Third School District*: "I would remark that while indifference on the part of many and opposition on the part of a few, may occasion regret in the minds of the real friends of educational progress and prosperity, yet in the interest felt and increasing, and the progress actually making in the cause of common schools, there is much to afford pleasure, and encourage merit. Considering that this district is absolutely a new settlement, scarcely yet in most parts of it, half a-dozen years reclaimed from aboriginal occupation, and that it is within three years that large portions of it were settled upon at all, I must say that greater advancement has been made in reference to schools during the period first

referred to, than in some parts of an adjoining county in ten or twelve years from their first settlement. Although in one school house we may find no other seat for the pupils than planks, laid across rows of short, thick, logs ranged on the floor, and the arrangements for lights and general accommodations fully in keeping with this description of benches ; yet in others we find them comfortably supplied with forms and desks, and in a few instances these are made in imitation of the modern improvements. Within a few days our section has made a remittance to the educational depository, which, with the aid so munificently allowed by the legislature, will furnish a tolerable supply of maps and apparatus. I regret that no other municipality in this district, but that of Artemesia, has yet been induced to benefit by the liberality of the legislature, in reference to public libraries. That procured by Artemesia is now two years in use, and is distributed in seven different sections of the township, as branch libraries of about 75 volumes each—changed annually. In some of these sections the books are much read, especially by the young ; but in others, where the regulations are strictly adhered to, the advantages of a library are not so well appreciated ; but on the whole, the library is calculated to inform the people generally, on a variety of subjects, and to create in the minds of the rising generation, a taste for reading and general information. It is to be regretted that in new settlements, the time and attention of parents are so much occupied in clearing the land, and securing a supply of the first necessities of life, that few can be prevailed upon to attend school meetings, examinations, or the official visits of the local superintendents on which account the opportunities for giving and hearing lectures on education are frequently lost, and the superintendent obliged to confine himself to a few remarks to the children. In new districts like this, it cannot be supposed that persons are to be found well qualified either by previous education or personal experience competent to discharge the duties of efficient school trustees. The consequences are, that the inducements offered to superior teachers are but small, and the truism has yet to be learned here, that cheap and inferior teachers are the dearest in the end. From the same cause too, in many cases, the trustees, reports are so inaccurately filled up, and so little attention paid to financial correctness, notwithstanding the aids and illustrations prepared by the Chief Superintendent, and embodied in the blank forms, that it is frequently no easy task to the local superintendent to compile his annual report from them ; and should he even return them to be more accurately prepared, it sometimes happens that considerable difficulty may be experienced in procuring them again, in time for him to prepare and transmit his annual report to the Chief Superintendent. But notwithstanding the many local circumstances, which render rapid improvement a physical, as well as moral impossibility, it must be allowed even by a casual observer, that education is advancing in this country. And it may be safely presumed that until the country becomes more occupied, and the pecuniary and physical difficulties—always incident to new settlements like this—are surmounted by perseverance and industry, and succeeded by the necessities and comforts of life, facilities will not present themselves or be as readily made available for the employment of none but trained and superior classes of teachers, and judicious and efficient superintendents and trustees. Comparing the precious privileges and facilities enjoyed by Upper Canadians, with those enjoyed by the inhabitants of other countries, even the more

liberal and enlightened, the conviction forces itself on my mind, that we are a highly favored people, and in a general sense, blessed with the best civil, religious, and educational institutions on the face of the earth."

XXXIV. COUNTY OF PERTH.

106. *John Hyde, Esq., M.D.*,: "With respect to the power granted by the school Act to the municipal councils, I think there is need for its extension. In the early settlement of this county, sections were constituted irrespective of general interests, and hence, while some sections are too large—others are far too small. Under such circumstances justice requires that an adjustment should be made; and as there are but few sections having school property of any value; councils, if they had the power, might equalize the sections, so that the same privileges might be equally realized. You will notice the disadvantage in the reports, that, in some sections, so large a number are not attending school, and this is one of the chief causes: while other sections are not able to keep the schools open during the whole year, which among other disadvantages, leads to a continual change of teachers, and frequently obliges trustees to employ teachers of an inferior class."

XXXV. COUNTY OF HURON.

107. *John Nairn, Esq.*, "From the township reports that I have prepared and transmitted for the county of Huron, it is obvious that in many respects a great improvement is going forward in the cause of education, and that the people are doing much to secure the advantages of it to their children. Since 1854, twenty-three new schools have come into operation—all of which were open last year under teachers holding certificates of qualification. And not one school in the county has been intentionally closed to save the rate or tax,—43 having been open the full period of twelve months, and the average of the others being nine months. It may also be noticed that of the teachers in charge of these schools eight held first class certificates, forty held second class, and twenty-three third class. While there is thus a goodly number of schools—and the teachers deserving commendation for the correctness of their deportment, and application to their duties—yet still the schools do not accomplish all the good that might be expected, owing to the attendance being in many instances very irregular and unsatisfactory. As reported by the trustees, the general population of the townships in Huron, was last year 22,391—but as this is only about 300 above the census returns of 1852, it cannot be regarded as quite correct. By the same reports the children of school age numbered 7471—while the number of those on the school registers or who were entered as scholars in the whole county was only 5172—thus shewing that last year there were 2299 children in the county that received no education in the national schools. But although this result is to be deplored yet still if there was a certainty that five thousand children as entered in our registers, were getting a proper education it would tend to diminish our regrets. Such, however, is not the case, for although entered as scholars the attendance of many is only for a few days, from which of course no benefit can be obtained. This is placed beyond doubt by the admirable regulations as to

average attendance. As attested by the trustees the average attendance of the whole schools of the county was last year 1801, which gives an average of 25 to each of our 71 schools—a sad evidence of indifference and carelessness on the part of many parents and guardians. But perhaps it may be said, we would have a different result if all our schools were free, and if no rates were exacted. Now without here expressing any opinion as to the merits of these two modes of supporting schools it is certain that in this the rate-paying schools in 1855 produced a larger amount of attendance than the free schools. Thus, we had 44 free schools and 27 rate-paying, and by taking the first 25 rate schools—and the first 25 free schools as entered in any school book—I find the aggregate attendance for the rate schools to be 164,753, and the aggregate attendance for the free schools to be 114,116, giving in favour of the rate-paying, a difference of 50,607. It is of consequence to know this, for if a similar result takes place this year, it must go far to overcome all theories as to the excellency of the two systems. The provisions of the school Act appear to give much satisfaction, and none more so than the facility with which the school tax on the lands of absentees can be recovered.”

XXXVI. COUNTY OF BRUCE.

108. *John Eckford, Esq. Brant*, “I am happy to report that many of the settlers in these new townships, display a laudable spirit on the subject of education: not only is there a very general anxiety for the establishment of schools, but there seems only one opinion, as to the propriety of having them in actual operation during the entire twelve months. It must be admitted, however, that much ignorance and carelessness prevail, and when to this is added the smallness of population in many districts, you will not be surprised if schools are not very rapidly multiplied. While I have to report favorably of all the schools, and of the diligence and success of the teachers; it may be proper to state that I have observed several youths in our schools who have come from the older settlements, where they have obviously been favored with very superior tuition, and who really possess all the learning our third class teachers profess to impart; their style of reading and writing is even superior, and their knowledge of arithmetic, and the principles of English grammar, to say the least, equally accurate and extensive. I am therefore deeply and even powerfully impressed, with the desirableness, as soon as it can be attained, of testing the qualifications of candidates for a 3rd. class certificate, by such exercises as are now prescribed to the applicants for a 2nd. I will add, that there is a very urgent necessity to bring within the reach of every district in these townships, the means of education; many families have been located for 3, 4, and even 5 years, and in many cases, owing to the ignorance and carelessness of parents and guardians, no instruction whatever has been imparted. The children are growing up without education and irreligion and immorality prevail in these households. Ministers of the gospel are beginning to visit us, we must accompany them with the schoolmaster. The natural wilderness begins to disappear, before our industrious and enterprising settlers. In a higher sense, may the wilderness, and the solitary place be made glad, and may the desert rejoice, and blossom like the rose.”

XXXVII. COUNTY OF MIDDLESEX.

109. *Robert P. Tooth, Esq., Adelaide*, "Assuming that the legislature will be guided by the evidence contained in the school reports, as to the expediency of making further advance in the direction of free schools,—I consider it worthy of remark that of the ten sections having schools in operation for last year, six levied a small contribution, from the pupils attending, towards their support, and on reference to the reports of proceedings at the annual meetings in January, 1855, I find that with one exception the resolution to that effect was carried without division; this I would represent as an argument against the opinion, that the school law will not be satisfactory till free schools are rendered obligatory, without the sanction of an annual vote to that effect. To the remark that the annual recurrence of this debatable question promotes argument and contention, I would answer that it is this same freedom of debate which draws our minds to the consideration of school affairs, and promotes that progress towards perfection which gives vitality to the educational as well as other institutions of a free people. The return to the question "is the Bible or Testament used for any purpose?" affords matter for sincere congratulation to the advocates of a uniform system of education. And those, who objected that a system of education to be universally adopted must reject all religion for its basis, will observe how cordially the public has sanctioned the introduction of the study of the Bible into its schools, when the experience of time has proved, that the engagement held out to it, when the present school law was presented for acceptance, and adoption, that no denominational teaching should be introduced, has been kept in good faith. You will observe that to this question eight of the ten schools answer in the affirmative."

110. *Archibald Campbell, Esq., Caradoc and Lobo*: "I beg to say that the schools in general are in a healthy condition, considerable progress having been made in useful knowledge during the year. There are now engaged seven teachers holding first class certificates from the county board, one of whom was trained in the Upper Canada Normal school. In some instances, teachers holding only third class certificates are employed, and are actually preferred by some trustees, because they can be obtained at a lower salary than must be given to well qualified and experienced teachers; and some trustee corporations appear to be ignorant of the fact that well qualified instructors are cheaper at £100 per annum than poor ones are at £50. In the township of Caradoc, eight of the schools are free, and in Lobo, five are free, or partly so. The school houses generally are in a good state of repair: yet it is a lamentable fact that a number of the children of school age are growing up in abject ignorance of the elements of an ordinary common school education, and this pitiable state of things is principally owing to the indifference or negligence of parents. True it is, that in some instances, distance from school combined with other causes, such as bad roads and in some places no roads at all, necessarily debar young children from attending school during a part of the year. But I am not overstepping the bounds of strict propriety in saying that no valid excuse can be given, for the non-attendance at school of so large a number of the school population, as appears

by the returns made by the trustees. I regret to say that none of the trustee corporations of the schools, over which I have charge, have availed themselves of the noble inducements held out by the legislature for establishing libraries. They appear to underrate the advantages, morally and materially, which certainly must accrue to the rising generation from the diffusion of general information. And the facilities with which common school libraries can now be established, through the efficient agency of the Department of Public Instruction do not seem to be appreciated."

111. *The Reverend C. C. Brough, A. B., London* : "The great system at work in the country is of unspeakable importance, and reflects eminently to the credit of the authorities, with whom it originated ; its details are admirably designed, but might be more effectually carried out, as it appears to me, by a more stringent responsible system of local inspection. I would repeat also my suggestions of last year, relative to the importance of affording to young persons, previous to their entering upon the work of school teaching, some opportunity of becoming acquainted with the most improved methods of imparting instruction, and conducting the discipline of schools. May our educational advantages be attended by commensurate moral progress, and may true religion sanctify the growing intelligence of the people !"

112. *William Field, Esq., Delaware* : "I am pleased to inform you, that the value and necessity of education is more appreciated by the people, and that where free schools are established they are conducted on that principle ; the people considering it the best that can be adopted. Our township library is to us an invaluable blessing, the books are rich in moral and intellectual worth, adapted to the growth and progress of our people, and the happiness and prosperity of our youthful and beloved country. The books are carefully looked after, and extensively read."

113. *Charles Hardie, Esq., Nissouri West* : "I beg to state that the inhabitants of Nissouri West are more determined than formerly, to have their children educated ; for instruction is now within the reach of every child in this township, and comfortable school houses are to be found in every section with the exception of two, one of which (No. 2) is new, but not properly finished, and the other (No. 1) being too small is to be immediately replaced with a new frame one. There is likewise great improvement in the qualifications of our teachers, and a considerable increase in their salaries, besides good teachers have been lately in great demand. It is truly surprising to see some of our school houses so densely filled with pupils (which lately were nearly vacant,) owing to the influx of settlers occupying the absentee lands, and who are evincing a laudable desire that their children shall be educated. Two good school houses have been erected here during last year, one frame, and the other a neat and comfortable brick building, ventilated, (in section No. 2) with a good play ground and well, the only one supplied with these excellent appendages in this township. Our township library has hitherto given great satisfaction to the reading portion of the community ; many being so fond of reading, that the works within their

wards are now insufficient to satisfy their desire for knowledge, while others are as indifferent to reading, as if they were not possessed of mental faculties, evincing by their conduct that the gratification of their passions, and the acquisition and accumulation of property are their chief sources of enjoyment."

114. *Adam Murray, Esq., Westminster* : " It will be observed on comparing the enclosed report with that made for 1854, that the free school system, is not at present in advance at Westminster. It is to be hoped that the report is not a correct index of the state of feeling in reference to that system. The majority of the inhabitants have, however, shewn, that they prefer the rate bill or mixed system, not so far as I can learn, from dissatisfaction with the free, but chiefly because the mixed brings them into less frequent disagreeable collision, with the selfish and illiberal portion of the population. Although comparatively few schools in this township are supported wholly by general taxation, yet there is, I think, observable, an increasing sentiment in favor of that mode, and though the majority yet hesitate to adopt it, they would be most unwilling to revert to the old system. I reluctantly direct your attention to the fact, that only two sections are supplied with common school libraries ; this seems to indicate on the part of parents a most culpable indifference in regard to the moral and intellectual improvement of their children. Frequent opportunities have been taken to impress them with the importance of availing themselves of the liberality of the government, and thereby, at a cheap rate, securing the means of mental culture and enjoyments. I shall on every fitting occasion press the subject on the attention of trustees and others in the hope of inducing them to take such action, as shall put each school section in possession of a library. The proportion of resident children reported not in attendance at any school in 1855, is discouragingly large ; it ought, however, to be remarked, that many of these are youths over the age of 16 years, whose assistance was required at home, and in no other season than that of 1855 was that assistance more needed, owing to the impossibility of procuring a sufficient supply of hired labour for agricultural purposes. Although the cause of education has not in this township, progressed so rapidly as was anticipated, at the introduction of the present system, yet a vast improvement has been effected, and on contrasting the present state of the schools, with that of past years, such a marked progress is obvious, as enables me with pleasure to state that our prospects are cheering."

XXXVIII. COUNTY OF ELGIN.

115. *Archibald Currie, Esq., Aldborough* : " I am sorry that no steps have been taken by the Township Council for procuring libraries here. It is a great drawback to the interest of education, that the schools are generally kept open during a part of the year, instead of being in operation during the entire twelve months : the reason of this state of matters, is, in many cases, owing to the scarcity of teachers, but in others, particularly weak school sections, want of means is the great hindrance ; or at least alleged to be the reason why they are not kept open during a longer period."

116. *The Reverend Edward Sheppard, Dorchester South* : “ The scarcity of qualified teachers, in this vicinity, is, I believe, the main cause why the schools have been kept open, so short a time, during the past year. The Board of Public Instruction of the County, desirous of raising the standard of education has carried out more strictly the requirements of the “ programme for the examination and classification of teachers ” during the past year than formerly. Although this may for a time lessen the number of teachers, it will undoubtedly react in causing an increase of qualified teachers, by causing an increase of salaries. I hope next year, to transmit a more comprehensive and interesting report. The County Council at the request of the Board of Public Instruction has abolished the system of appointing superintendents for single townships. Having been appointed superintendent for the East Riding of this county, I shall have an opportunity of devoting more time and attention to the duties of the office than heretofore. When it is held simply as an incidental occupation, it is impossible to discharge its duties properly ; such is my opinion, and that of my colleagues in this county.

117. *Thomas McColl, Esq., Dunwich* : “ In the course of my visits to the several schools of this township, I have observed that some of the teachers therein, though probably possessing a sufficient amount of learning, so far as letters and figures are concerned, for the particular section in which they are teaching ; and holding a certificate from the County Board, to that effect, are yet far from being qualified “ to teach the young idea how to shoot ” to train children in “ the way they should go ” or even to set a proper example before those whom they are trying to instruct. It is very much regretted, that all those, engaged in the onerous, yet honorable occupation of school teaching, do not first attend, and avail themselves of the benefits and advantages of Normal school training under the able instruction of Messrs. Robertson and Ormiston. One circumstance worthy of notice in this township, is the absence of school libraries, not a single one being in the township. School corporations have not done any thing to establish these indispensable appendages to human learning, nor yet the municipal council of the township, although the matter has been, on different occasions brought before it, and their vast importance, together with the incalculable benefit which may be derived from them by old and young, has been represented. I rejoice however to learn that the subject has recently received from it a more favorable consideration than heretofore, and I am of opinion, that a grant will be made by our Township Council to purchase books for a public library. We must live in hope.”

118. *Charles Fraser, Esq., Malahide* : “ The want of good teachers is very severely felt in this township, and the greater part of the trustees manifest indifference to the necessity of employing the same teacher for any length of time, in the same school. There has not been any thing paid this year, for libraries and there is but one common school library in this township. There has been but a small sum paid for maps, apparatus, or any thing of the kind as the report will shew. This error I pointed out to the trustees in my travels, and urged as strongly as possible the necessity of improvement. In each school that I had the

privilege of visiting, I exhorted the scholars to obedience and respect towards their teacher, as well as kindness and brotherly love to each other, and represented to them, as strongly as possible, the inestimable value of the passing hours, which they could never recall, and which if not properly improved, would be a source of regret during their life time

XXXVIX. COUNTY OF KENT.

119. *The Reverend A. Campbell, Chatham, Harwich, &c.*: "I have the satisfaction of being able to report, that the interest of common school education has not only kept pace with, but has considerably advanced on that of former years. I find there is a greater desire, and a stronger determination existing among trustees and parents generally, to keep the schools open, during the whole year, than there ever has been. There are but few sections in these townships, that will not be kept open during the whole season. The average attendance likewise is greater than at any former period. The number and character of the buildings erected during the past year, exceed any previous year, and clearly evince that the mass of the people are becoming more anxious and willing to contribute to the comfort and convenience of both teachers and pupils. In a few years, every section in the county will be provided with convenient school-houses, and other necessary appendages. Many sections are taking advantage of the facilities afforded by government in furnishing maps, libraries, &c., and it is to be hoped that every school section in the province, will be provided with maps for the use of the school, and useful books, for all who may be desirous of improvement; both of which are essential to the education and enlightenment of the masses of the people. I may mention as another proof of the progress of common school education, the willingness that exists this year, above previous ones, to remunerate competent teachers for their services. Hitherto there has been a great want of appreciation of the value of instruction, and a dislike to pay for it, consequently many of our best qualified teachers have been driven to seek other employments. But I find that there is at present an advance in teachers, salaries of from 20 to 25 per cent, yet the numbers applying for examination before the county board, are not sufficient to supply the school and they are, in too many particulars lamentably deficient in those attainments and qualities of character which are essential to success and usefulness; on the whole, although there are signs of encouragement, yet there is a great work to be done, a work of labor to superintendent and school trustees, which will require time and perseverance to accomplish. The superannuation fund I consider a great boon to the teacher, and I have no doubt, many, seeing that their old age will be cared for, will enter with more spirit and earnestness into the work, and become more intelligent and useful. In the several schools, after each examination, I have made such observations, as I believed most conducive to the interests of the school. To the trustees I have recommended, and in some cases successfully, the procuring of maps, and other conveniences for the schools, and in general a more liberal spirit in all matters, connected with the management of the schools. I have also recommended to the county council the propriety of bestowing a

certain amount of money, for the purpose of purchasing books, to be awarded as presents, at a general examination, in each township, when each school would be represented, according to the number attending, and have a fair chance of competing for the prizes thus bestowed by the county, and awarded by competent and impartial judges. I am of opinion that this would be the means of stirring up both teachers and pupils to more diligence and activity in the pursuit of knowledge."

XL. COUNTY OF LAMBTON.

120 *Christopher Blunden, Esq., Plympton*: "You will see by my report that but three schools have been supported exclusively by the free system, and to this I attribute the non-attendance at school of nearly 200, out of a population of 800 pupils. notwithstanding that the trustees assign as the general and chief reason, employment at home, and indifference of parents, and last, but not least, bad roads. However, of the 450 who have attended regularly, I must say, from my own observation, (having regularly visited, and critically examined into the state and advancement of each school) they have made as good progress as could be expected. I have to a great extent urged the necessity of holding quarterly examinations, for I think good results must ensue, from the circumstance of their creating a very great stimulus in the teacher, and emulation in the pupils. The great discrepancy in the trustee's reports of the 'per cent of the population, not able read and write' arises, according to my idea, from some of them having included untaught children, while they were totally excluded by others. Now with respect to the number of books read, or taken out of the library, some of the sections have returned only the number of volumes their library contained, while others give credit for a repetition of that number as often as they have been exchanged."

121. *Thomas Sutherland, Esq., Moore*, "Half of the schools in this township, have been vacant for nearly half the year. We have some good teachers, but these breaks interrupt steady progression. I regret not only that the Bible is little used, but likely to be omitted altogether. Many are blessed by its teaching at school, who learn it no where else."

122. *William Patterson, Esq., Sombra*: "I am happy to say that the number of schools in operation for 1855 was nearly double that of 1854. The schools have all been conducted in a respectable manner, and in some of the sections in a way that reflects credit on the teachers. It is pleasing to observe, that the interest taken by the inhabitants in schoolmasters, is steadily on the increase, and I doubt not that they will soon see the propriety of availing themselves of the opportunity now offered them, on such favourable terms, of procuring a library for every school section. As you will observe by the report the free school system generally prevails in the township. There is still a want of qualified teachers in this quarter, and the trustees of several of the sections were unable on that account to keep the school open for as long a period as desired, having had to wait till a qualified teacher could be procured."

123. *The Reverend Daniel Macallum, Warwick*; "It will be seen by my report that there has been some improvement in the schools as compared with past years. The municipal council has made some alterations in the sections which must prove beneficial as these have been more nearly equalised. But in our township it is difficult to equalise sections properly; and owing to the changes caused by the increase of the population and progress of improvement, they require to be altered every few years till the whole township is settled. Two fine new school-houses have been built during the past year, and several more will be erected during the current year. This has been much needed, as it was next to impossible for scholars to improve in the wretched houses which have been used formerly. I regret that as yet nothing has been done here to avail ourselves of the offer in regard to public libraries, but it is likely that something will be done this year. Books are much needed as there are but few throughout the township."

XLI. COUNTY OF ESSEX.

124. *The Reverend Frederick Mack, Anderdon, &c.*, "The schools in these townships,—owing to untoward circumstances and a great want of intelligence among the people:—are at a very low standard, and the superintendence of them is therefore a most irksome and vexatious office."

125. *James King, Esq., Gosfield*; "It is to be regretted that some of the sections cling to the rate-bill,—by which means the schools immediately interested are very much injured. There appears to be with some men in affluent circumstances, a perfect dread lest they should be compelled to pay a few shillings annually toward the education of their poorer neighbour's children. The public library in this township is decidedly popular, if we may judge by the use made of it; and as to its beneficial effects there can be no question, as they are decided, and the appetite for reading is being rapidly increased by what it feeds on."

126. *John Murray, Esq., Maidstone*; "The schools in the township of Maidstone have been, with few exceptions, well supplied with teachers; but, I am sorry to say, are not so well attended, as they might be. The reason seems to be, that the parents want help on the farms because they cannot afford to employ hands at the high wages at present asked; so that the schools are neglected at the farmer's busy seasons, except by the little ones, and they to a certain extent neglect to go for want of company, being distant from school. Upon the whole, however, it is wonderful to see the improvement in the time they do go to school. I have urged upon the people the necessity of having public libraries for the more advanced scholars to read, and they seem to be willing, but still those in power neglect to furnish the books. The government cannot be blamed—it having made liberal offers. I do not despair of shortly seeing a public library established in the township of Maidstone."

127. *Jonathan Wigfield, Esq., Mersea*: "I have much pleasure in stating that school operations in this township during the past year have been conducted with much greater harmony and unanimity of feeling than the two preceding years."

For the sake of the rising generation, morally and intellectually, and the progress of education in every school section under my superintendence, I hope this state of feeling will continue. But little good can be accomplished by any teacher however competent, in the midst of disunion, bitterness and contention, and where both his own, and the authority of the trustees, is treated with indifference and disrespect. It is to be hoped that with reference to education at least, and our noble school system, which contemplates the preparation and qualification of every youth without distinction of this great and interesting country, for some useful and honourable calling, all party, selfish and unreasonable opposition will at once and forever cease. I regret very much to say that this township is not supplied with a library, and that neither the municipal nor school section authorities have seen fit to make any provision for such an important auxiliary to education and mental improvement, and which they could do upon such favorable and liberal terms."

128. *Alexander Craig, Esq., Tilbury West* : "The free school system is exclusively adopted with us this present year. The schools are all in operation and more pupils attending than in the past, at this period ; one section has furnished its school-room with maps, and the other two are anxious to do the same. It is encouraging to find the people in general desirous to obtain well qualified teachers, although they are scarce in this isolated part of the country. Many of the people appreciate the value of education, and are now beginning to select their trustees and reform their schools. The causes why children are kept from school are various, some have to work in the field, distance from school, and in some seasons, bad roads, &c. Some of these excuses may be true, but I believe indifference in parents and guardians is too prevalent."

THE CITIES.

129. *G. A. Barber, Esq., Toronto* . "The total number of pupils who have been at the city schools during the year 1855, was 4089, namely 2239 boys, and 1848 girls. The monthly actual attendance for the year was as follows, viz :—

1855.	Registered attendance.	Daily average attendance.
January.....	1896.....	1434
February.....	1942.....	1315
March.....	2015.....	1439
April.....	2066.....	1576
May.....	2318.....	1650
June.....	2385.....	1714
July.....	2338.....	1656
August.....	Holidays.....	Holidays.
September.....	2310.....	1570
October.....	2342.....	1699
November.....	2304.....	1627
December.....	2107.....	1582

The average for the year will therefore be as follows :—

Registered attendance, 2184 ; average attendance, 1570 ; and the greatest attendance on any one day, was 1930, in June. Now as the number of pupils who have been at school during the year is 4089, (a small proportion compared with our juvenile population) and the registered average was only 2184, it is evident that nearly one half of the school going children were at school but a very small portion of time, quite too short to give *them* any chance of improvement, or our schools fair play. Again, the registered average being 2184, we find the daily average for the year to be only 1570—so that out of the comparatively small number on the school books, month by month, the large number of 614, or more than 25 per cent. appear to have been irregular in their attendance. Of the whole number of scholars who were at our schools, some time or other throughout the year, viz :—4089, the number in the first or lowest class of reading was 1877 ; in the second 876 ; in the third 850 ; in the fourth 487 ; and in the highest 296. The number of pupils learning arithmetic was 2233, namely ; in the early rules or elementary arithmetic 1962, and in the higher rules 271. Those learning grammar amount to 1666 ; geography, chiefly by maps, 3158 ; 1487 had instruction in history, namely that of Canada and of England ; 98 learned book-keeping ; 73 mensuration ; 64 algebra ; and 76 Euclid ; 343 were instructed in the general principles of natural philosophy, by means of diagrams and illustrations ; 1907 were taught writing ; natural history was taught to all, old and young, by means of pictorial object lessons ; 3562 practised vocal music, and 1381 studied linear drawing. A brief notice of the locality and cost of building and furnishing the city schools, will not be inappropriate. Until the year 1853, the City schools were in rented premises, in almost every case unsuited for the purpose. The necessity of improved school accommodation was so pressing, that very soon, after the organisation of the board, on the elective principle (under the 13th and 14th Vict., chap. 48) steps were taken to acquire sites and determine upon some plan of building. Actual operations were commenced in 1852 when three sites were purchased, and contracts for three buildings entered into. One was in the park, ward of St. David ; the second on Louisa street, ward of St. John,—the third was on George street. The site in the Park cost £300 ; that on Louisa street £531 13s. 4d., and that on George street cost £450. The building in the Park, and that on Louisa street, which are uniform in size and plan, cost each, (in round numbers) £1000 ; that on George street cost £920. The furniture for each school cost £175. So that the total cost of each school by the time it was finished, including site, fences, building and furniture, was, as follows, viz :—

The Park school.....	£1475	0	0
Louisa st. do	1706	13	4
George st. do	1545	0	0

shewing the total expense of the three schools first erected to have been £4726 13 4. The superior advantages of these three buildings was so apparent, that the necessity of extending the system to other localities in the city could not be resisted ;

and, in the fall of 1853, three additional school sites were acquired, viz :—one on John street, ward of Saint George, another near Saint George's church, ward of Saint Patrick, and the third on Victoria street, ward of Saint James ; previously to building it became evident from causes not in existence at the time of the purchase, that the piece of ground selected in St. Patrick ward, was, for many reasons not adapted for the purposes intended, and another, larger and more convenient was bought a little further west, on Phœbe St. near Spadina Avenue. The site on John Street cost £810,—that near St. George's church cost £520,—that on Victoria street £610,—and that on Phœbe street, Spadina Avenue £625.—This latter site having been purchased in lieu of that near St. George's church which is not now required and will be sold, no doubt at a profit, and therefore needs not to be included as an item of cost to the city. The board of trustees having been pleased with the structure of the George street school gave instructions to prepare plans upon which school buildings of an uniform design should be erected on the three sites ; and in 1854 the works were commenced. The total cost of the three buildings being alike, it is not necessary to specify the same for each school separately. The whole expense then of the three buildings (fences, sheds, etc., and warm air furnaces) fit for occupation was £8070 ; and the furniture cost £8041 or as near as possible £3000 per school complete. Including the cost of the sites the whole value of the three new school buildings was as follows :

John street school	£3810	0	0
Phœbe do do	3625	0	0
Victoria street school.....	3610	0	0
Or altogether.....	£11,045	0	0

This amount added to the former expenditure of £4723 13s. 4d. in 1852 and 1853, represents a total outlay for city schools, &c., of £15,771 13s. 4d., and at the present date I should say that the school property of this city was well worth at least £20,000. These three new schools were opened to receive scholars early in 1855, the schools previously conducted in rented buildings being removed thereto and merged therein. And in the fall of 1855, upon application from more than 100 heads of families, the board established an auxiliary juvenile school at the western extremity of Saint Patrick's ward, and from the success which has attended its operations, under all the disadvantages of a small school room, no play-ground, and a location not exactly adapted for school purposes, though the best that could be obtained, the acquisition of a school-site, and the erection of another school-house on a reduced scale, will be found necessary. In addition to the six freeholds, already enumerated, the board of trustees claim a piece of ground, with a small brick school-house thereon, at the corner of Duke and Berkeley street, ward of St. David—the land having been devised by the late John Small, Esq., “for common school purposes,” the actual possession of and undisputed title to the same is still in abeyance, owing to a difficulty on the part of the executors to the will, but which difficulty is in the course of adjustment. The only other school is a rented building, erected by Mr. Enoch Turner on Trinity street near the church of that name, King street East, in the ward of Saint

Lawrence. The time cannot be far distant when the ward of Saint Lawrence, from the increase of population at its eastern extremity, will require a school-house of its own, and no doubt the same liberality will be extended in this instance as has been in all others. In conclusion, the city of Toronto may safely boast of possessing a series of public school buildings, handsome in appearance, convenient as regards accommodation, at once an ornament and a credit to the city, and presenting a feature of educational interest, which merits and commands the admiration of every one who visits the city. A portion of the old testament is read by the head teacher, with the Lord's prayer, every morning, and a portion of the new testament with the Lord's prayer, at the close of the day; and the new testament is used as a class-book on regular stated occasions. Each central school, of which as already stated there are six, has its own male and female department; and each department has its divisions, according to the age and progress of the pupil, each division having its own responsible teacher, subject to the general regulations, and under the supervision of the head master. In some of the departments which are numerously attended there are three divisions, viz:—the first or juvenile: the second or intermediate, and the third or highest, but in those which are not so large as to numbers, there are only two divisions, the lower or juvenile; and the higher or senior division. The whole of the city schools are free; and the staff of teachers employed in 1855 in the day school comprised 12 male and 22 female teachers, altogether 34, whose salaries amounted to £2304 6s. 9d. The studies pursued in each division of both the male and female departments, are regulated by a programme uniformly in operation, in all the schools, at one and the same period of time: and in the female department, three hours each week are allotted to needlework. The records as to visits to the school on the part of parents and the public do not exhibit a very encouraging result. The superintendent in the discharge of his official duty is registered as having visited the schools 522 times; but the other visits amount only to 439 and of these by far the larger proportion came in to the semi-annual examinations. It is to be deeply regretted that the community in general but more especially the wealthy and influential, have not manifested a warmer interest in the progress of popular education, inasmuch as the absence of such a feeling *in favor of the city schools* operates as a great discouragement to their usefulness. Neither can it be said that the parents of the children, who receive the benefits of a free education at the city school take any thing like the interest they ought to do in a subject which so nearly relates to their own welfare and happiness, through the moral and intellectual training of their children. The want of regularity is a constant source of vexation to their teachers. How can a child be expected to learn any thing thoroughly who attends school by fits and starts, present perhaps two or three days in succession, and then absent for several days afterwards? And the want of punctuality in attendance is another serious drawback and great evil, for which parents are entirely to blame. As a mere habit, punctuality in going to school will be found to be highly useful training for the duties of after life; while, as regards school affairs it is one of the most important elements that we have to rely upon as a means of successful teaching in the school rooms. The total expense of maintaining the city schools, exclusive of the

cost of sites and buildings, which form an investment always well worth the money expended; and less the government grant, was, as raised by assessment upon the people £3,500, and taking the gross numbers at 4089, the schooling of each child cost less than \$4; if we take the registered average for the year at 2184, the cost to the public per child would be somewhat more than \$6½—while if the daily average for the year is taken at 1570, which includes merely those who attended with some kind of regularity, the cost per child would be \$9. Our schools are capable of teaching about 2500 children, by means of the present agencies employed, and if the parents of children and the public in general, would, as they might, if proper exertions were employed out of doors, increase our daily average to that number, then the cost of a good useful education would not exceed \$6 per child; a rate of expense which would bear a comparison with almost any other city or town, where the free school system prevails. It should also be borne in mind that the apportionment of the government grant to this city is divided between the city schools and the Roman Catholic schools, on the basis of comparative attendance so that indifference and irregularity on our part increases the cost per child to the city rate-payers; diminishes our share of the public money; and in consequence swells the amount of city taxation for school purposes.”

130. *T. A. Ambridge, Esq., Hamilton*: “It affords me much pleasure to state that our schools are progressing most satisfactorily. The attendance of pupils at the central and ward schools is large and increasing; the people generally appear to have every confidence in the system pursued. The public examination of the more advanced pupils attracted one of the largest audiences ever assembled in Hamilton for any purpose, and passed off to the evident satisfaction of all present; in a word, I think that the common schools of this city, are in a very satisfactory state. Prior to May, 1853, when our present system of free schools was organized Hamilton enjoyed the well-merited but unenviable reputation of being the most negligent and careless of all the Canadian cities and towns with regard to the provision made for supplying the blessings of education for its inhabitants. Its common schools, six in number, were supported by Rate Bills levied on those sending children to them, and, as an almost necessary consequence, were but indifferently sustained and inefficiently managed. The buildings occupied as school-houses were so infamously ill adapted, and filthy, and degrading in their entire character and associations, that the very children blushed at being obliged to enter them. Respectable people—those who could afford to send elsewhere—hesitated to expose their children to the pernicious influences then incident upon attendance at the Public Schools, and Private or Select Schools were largely patronized. In these, in fact, the great mass of the children of the city were getting their education, there being no fewer than 28 private schools in operation at the time of the opening of the Central School. Less than three years has elapsed since then but how wonderful the change effected? Our School system is rapidly becoming matured. It already commands the admiration of intelligent strangers, and the confidence and support of all classes of our citizens. True, the various schools are not without partial defects, but it must be remembered, that, institutions which have produced the most salutary effect upon society have never been perfected in a day. It requires time to correct the

errors always pertaining to untried theories; to elaborate order and system out of confusion, and to mould and harmonize conflicting interests, making all conducive to the desired end. Our schools are certainly susceptible of further improvement, but they have already attained a very high degree of usefulness and efficiency. They are emphatically the schools of the people, being open to all classes and attended equally by rich and poor; and I take this occasion to congratulate the Board, and all interested in education, that although our system of Public Instruction was commenced less than three years ago amid much determined opposition and deeply-rooted animosity, it has outlived all unkindness of feeling, and now justly challenges a large amount of public attention. It is cheerfully fostered and sustained by the entire community, and forms an institution of which Hamilton is deservedly proud.

Attendance.—No Census, specially designed to ascertain the school population of the City, has been taken since 1852. The number of children of school age residing within the city limits in that and the two preceding years is contained in the Tables of the Report to the Board. From a comparison of the School population there given with the City population as given in the census returns for 1848 and 1850, it appears that the number of children of school age in Hamilton averages under 20 per cent. of the entire population. The proportion is found to be about the same in the other Canadian Cities. In 1854 the census returns gave something over 18,000 as the number of inhabitants contained in the City—and taking the number this year as 20,000 it follows that the school population for 1853 was about 3400, 3700 for 1854, and 4000 for the present year. The total number of children that have attended the City Schools during the year, for a longer or shorter period of time, is 3026—an increase in three years of 1936 pupils or 150 per cent., while the average attendance has increased in the same time from 454 in 1852 to 1569 in 1855—that is, the present average attendance in the Public Schools exceeds that of 1852 by 1115 scholars or 248 per cent. In 1852 the registration* amounted to 434 per cent. of the school population, and the average attendance to 35.2 per cent. of the registration, while in 1855 the registration amounts to 75.6 per cent. of the school population, and the average attendance to 51.5 per cent. of the registration. In Toronto during last year the registration amounted to 51.8 per cent. of the school population, and the average attendance to 44.6 per cent. of the registration. All this is very encouraging and speaks powerfully of the success and efficiency of our schools. It has been alleged repeatedly by the opponents of free schools, and it was frequently advanced by those formerly unfavorable to our present system, that free schools tend to produce irregularity of attendance, that parents evince more apathy and carelessness as to whether their children go to school or not, than when they are compelled to pay directly for the tuition given. Here are facts, however, incontrovertibly proving this position to be a false one. Even if the experience of other places shews a decrease in the percentage of the average attendance on the registration, an absolute increase here of 16.5 per cent., evidences that the discrepancy elsewhere cannot be consequent upon the adoption of the free school system, but, that it is rather due to some inefficiency in the management, or defect in the organization of the schools. Of

* By the Registration is meant the whole number that have attended the Schools during the year.

the 974 children not registered in the Common Schools, a very large proportion attend private schools, so that it is manifest that nearly all the children of Hamilton are availing themselves of the opportunities offered to acquire knowledge. The average cost per scholar for tuition in our schools for the present year is thirty-one shillings and eight pence, while for 1852 it was forty-one shillings and two pence, thus shewing a reduction, in the annual expense to the City of educating each child, of nine shillings and sixpence. The cost per scholar, in both cases, has been estimated upon the amount paid to Teachers.—In 1852 and previous years, the incidental expenditure is so confounded with the outlay for building and repairs that it is impossible to obtain any accurate idea of its amount. The annual cost per scholar, however, estimated on the total current expenditure of 1855 is thirty-nine shillings and nine pence, or two shillings and fivepence less per pupil than the cost in 1852 on the amount paid to Teachers alone. I must confess that, remembering the very great rise in the price of all the necessities of life, during the past two or three years, and the liberal manner in which the Board has, from time to time, added to the Teachers' salaries in order that they might bear about the same relation to the cost of living; and reflecting also upon the very decided inferiority of the education offered previous to the establishment of our present system, to that now provided by your Board, we were hardly prepared to find any reduction in the cost of instruction. Figures, however, are stubborn facts and they indubitably prove that the Board is at present providing a far more liberal education than could possibly be obtained in the public schools in 1852 and previous years, at a decrease in the cost per scholar of about one-fourth or 25 per cent. Such is the very gratifying result obtained by comparing Hamilton in 1855 with Hamilton in 1852. The latter year has been selected simply because it was the last of the old systemless system,—our present schools having been organized early in 1853. With the cities of the neighboring Republic, Hamilton sustains an equally favorable comparison. In 25 of the principal cities of the Union the average yearly cost per scholar, estimated on the Teachers' salaries alone, is forty-five shillings and ten pence, in Boston it is fifty-three shillings and nine pence, in Buffalo forty-four shillings and nine pence, and in Rochester only does it approach any where nearly as low as in Hamilton. With Toronto, Kingston, and other Canadian cities and towns no fair comparison can be instituted, as our system is projected upon a much more comprehensive plan, and our schools are actually giving a much more thorough and extended course of instruction. Yet, even compared with these, Hamilton does not suffer, as is evinced by a reference to the following list, where the cost is in every case estimated on the amount paid to Teachers, and the average attendance of children in the year 1854. The average annual cost per scholar for tuition, is, in—

London, thirty-five shillings and tenpence ;
Ottawa City, forty shillings and threepence ;
Brantford, thirty-five shillings ;
Dundas, forty-one shillings and threepence ;
Woodstock, thirty six shillings and sevenpence ;
Niagara, thirty-two shillings and eleven-pence.

From Toronto and Kingston I have been able to obtain no sufficiently reliable statistics to warrant an estimate. In both these places, however, the cost per

scholar in the Common schools is about the same as with us. *Organization.*—As inquiries are made almost daily by those residing at a distance respecting the system of Public Instruction adopted in Hamilton, and as much misapprehension exists on the subject, even among our own citizens, I have deemed it advisable to insert the following sketch of our System of School Organization with respect to the course of studies pursued, the text-books adopted and the mode of supplying them, the library, the mode of discipline, and the staff of teachers. The Public Schools of Hamilton, as at present organized, consist of a Central or High School, and six Primary or Initiatory Schools, embracing somewhere about 2,000 pupils. *The Primary Schools*—Are located in different parts of the city, and are all, with one exception, accommodated in handsome stone or brick buildings, erected expressly for that purpose by the Board. They are fitted up internally in the most approved manner, with Boston school furniture, and a variety of useful diagrams, charts, and apparatus; and they will compare favorably with any school-houses in the Province in their structure and general arrangements. While all are under the general superintendence of the Board, each School enjoys the more immediate care and supervision of the two Trustees of the particular ward in which it happens to be situated. These visit it from time to time, and at the Board Meetings propose such measures as they consider necessary to increase its efficiency and improve its general character. Any child over five years of age, whose parents reside within the city limits, can obtain admission into the Primary Schools, and remain, free of charge, until he is qualified for promotion into the Central School. Each Primary School consists of either two or three divisions of seventy-five children, under the care and tuition of female teachers. The course of instruction comprises Reading, Spelling, Enunciation, Pronunciation, Writing on Slates, Oral and Written Arithmetic, Arithmetical Tables, Geography, and Developing Lessons on Objects, Size, Color, Form, &c. *The Central School*—Comprises a male and a female department—the former consisting of eight, and the latter of six, divisions of seventy children each. The staff of teachers includes a Principal, thirteen Division Teachers, a Classical Master, a French Master, a Writing Master, and a Music Teacher. The building is a splendid cut stone edifice. In beauty of architectural design, and in the whole of its arrangements, internal and external, it is unequalled by any public school building in the Provinces, and unsurpassed by any in the neighboring States. It occupies, with its play-grounds, gymnasia, and shrubberies, a plot of two acres of ground in the very centre of the city. It contains, on the ground floor, two galleries, four division-rooms, a visitors' room, hat and cloak-rooms, dinner-rooms, &c., and on the second floor, six class-rooms, a teachers' room, and a large examination-hall, capable of seating 600 children. The rooms are all heated by hot-air furnaces, placed in the basement, and are fitted up with improved modern school furniture. The building is surmounted with a tower, in which is placed a bell sufficiently powerful to be heard to the remotest part of the city. The School is supplied with an abundance of maps, charts, diagrams, and other school requisites, and is furnished with as valuable and complete a set of Philosophical and Chemical Apparatus as is to be found in any institution in Canada. It has also attached to it a library of some 1700 well-selected volumes, to which the pupils have free access every week. The Central School is visited from time to time by the Trustees individually,

and regularly once a month by the Visiting Committee. This Committee is composed of five members, one from each ward, and is required to report monthly to the Board upon the general efficiency and management of the institution. Any child under twenty-one years of age, whose parents reside within the city limits, and who is qualified for admission into the junior class, can, by applying, gain an entrance into the Central School, and can remain there, free of charge, until he has passed through the various classes, and, if desirous, qualified himself for matriculation at the University. The course of instruction includes Reading, Writing, Arithmetic, Geography, Grammar, History (Canadian, English, and General,) History of English Literature, Linear Drawing, Vocal Music, Book-keeping, Human Physiology, Astronomy, Elements of Natural Philosophy and Chemistry, Algebra, Euclid and Mensuration, Natural History, Botany and Geology, and the Latin, Greek, and French languages.

General Summary of Time devoted to each Study in the Junior and Senior Sections of the First Division.*

	JUNIOR SECTION.		SENIOR SECTION.	
	4	hours per week.	2	hours per week.
Reading and Spelling.....	4	"	2	"
Writing.....	2½	"	1½	"
Drawing, Linear and Map.....	2	"	2	"
Arith., Algebra and Mensuration..	7	"	4	"
Geography	2½	"	1½	"
Human Physiology.....	1½	"	—	"
General Physiology.....	—	"	1½	"
Astronomy.....	1½	"	1½	"
English Grammar and Composition	3	"	3	"
History.....	3	"	3	"
Book-keeping	2	"	2	"
Natural Philosophy or Chemistry..	—	"	2	"
Euclid or Trigonometry	—	"	2	"
History of English Literature and of the English Constitution. —	—	"	2	"
Botany, Geology, or Nat. History... —	—	"	1	"
Latin.....	3	"	3	"
Greek.....	2	"	2	"
French.....	3	"	3	"

The Teachers at present engaged in the City Schools number thirty, and include a Principal, a Classical Master, a French Master, a Writing Master, a Music School Master, thirteen Division Teachers in the Central School, and thirteen Primary Teachers. *Discipline.*—The Superintendent is highly pleased with the excellent state of discipline prevailing in nearly all the divisions of our Schools. He finds much to elicit praise in the very general order and regularity with which the various classes are conducted, and in the harmony and good understanding that exist between the teachers and pupils. The severer forms of discipline formerly thought indispensable to school government have been gradually superseded by the moral influence of the Teacher. The scholars appear to sincerely love and respect their instructors, and this feeling has developed a spirit of order, good conduct, and diligent application to their

* It must be remembered that all the School time is occupied in Recitation. The time as given throughout these tables does not include home-study, by which the lessons are exclusively prepared.

studies worthy of all commendation. It is gratifying to know that corporal punishment has been inflicted in but six or eight cases during the entire year. This fact is worthy of notice, because, while it reflects credit on the Teachers for their intelligence and tact in managing some 3,000 children, and maintaining the strictest discipline, without a more frequent appeal to the sense of fear, it is, at the same time, encouraging to those who feel an interest in the future of the youth of our city, so soon to take an active part in the administration of its affairs. We certainly have ground to hope that those whom we can now restrain without the infliction of physical chastisement will grow up into a law-loving and a law-abiding people, and that with them punishment will not be necessary to secure respect for wholesome laws and regulations. Corporal punishment, although wisely permitted by our rules, is used only in rare and extreme cases. The spirit of kindly intercourse, and of mutual confidence and respect, between the Teacher and his pupils is found to be all that is necessary in every instance where the child is under the slightest semblance of restraint at home. The grand difficulty, however, is that the home influence of many is not of the most elevating or restraining nature. Too frequently the child is rendered all but ungovernable at school, either by the total absence of any attempt on the part of his parents to curb his headstrong passions, or by the very injudicious manner in which the requisite control is exercised. In many cases, children learn to think their parents never in earnest unless their admonitions are emphasized with blows, very and naturally applying the same reasoning to their Teachers, make it, at first, a difficult matter to manage them except by the application of physical punishment. But, while it must be acknowledged that there are, and probably always will be, cases of aggravated ill-conduct and direct insubordination, which can be reached only by an appeal to the rod, it must be remembered that the frequency of its use is no unfair criterion of the Teacher's ability and mere moral power. With different Teachers the necessity of using brute force as a punishment exists just in proportion to the amount of moral power and energy of character possessed by each. While our best Teachers seldom or never think corporal chastisement requisite, those not so successful are scarcely able to govern without frequently inflicting it.

Library.—This interesting and important feature of our School system was established in the month of October, 1854, but was not opened for distribution till towards the close of that year. Its advantages are now very generally appreciated, and its influence for good felt throughout the entire city. There is no class in the community to whom a Library can be made more directly beneficial than to the pupils attending our Schools. Their attention is so exclusively confined to their Text-Books and to their peculiar school studies, that one of the greatest deficiencies observable among the scholars of our higher classes is the want of that ready and practical information which can be obtained only by an intelligent course of general reading. As the use of the Library is freely extended to all, and as the selection of Books is frequently made with much judgment and discretion, it may be fairly hoped that they will promote a general acquaintance with literature and science, and at the same time improve the pupil's taste and enlarge his range of thought. The Library has been productive of much good in another way. Our country has been deluged with every description of trash in the shape of paper-covered novels and light literature. These are sold in the book stores, vended about the

streets, and almost forced upon the purchaser in steamboats and rail-road cars. The prices at which they are offered are so extremely low that they are quite within the means of the humblest individual. There can be no question that their effect is demoralizing to the last degree, and every philanthropist will hail with joy the development of a healthier tone of public reading. Now it may be reasonably expected that these Libraries, spread as they are over all the country, and consisting of works at once instructive and entertaining, will materially tend to improve the public taste and cultivate a desire for reading of a more elevating description. It is believed that such a result may be observed already, to some extent, in our city. The number of books drawn weekly from the Library has steadily increased; and that they are read with profit and advantage, at least by the pupils, is evidenced by their increasing intelligence and avidity to read. Nor are the beneficial effects of the Library confined to the scholars alone—the volumes taken from it being the magnets that hold many entire families enchained around the social fireside during the long evenings of winter. Frequently an hour is thus rationally spent, which would otherwise have been devoted to less advantageous pursuits. The books have all been selected from the General Catalogue, published by the Council of Public Instruction, and at present number 1699 volumes, as follows:—

History—General and Local.....	281	volumes
Zoology, Physiology, and Natural History.....	150	"
Botany and Vegetable Physiology.....	32	"
Natural Phenomena.....	35	"
Physical Science.....	49	"
Geology and Mineralogy.....	25	"
Natural Philosophy and Astronomy.....	37	"
Chemistry.....	24	"
Agricultural Chemistry.....	8	"
Practical Agriculture.....	36	"
Manufactures and Useful Arts.....	68	"
Modern Literature.....	205	"
Ancient Literature.....	5	"
Voyages and Travels.....	147	"
Biography.....	170	"
Tales, Sketches, and Works on Practical Life.....	402	"
Works on Education.....	25	"
Total Volumes.....	1699	

The whole number of volumes drawn from the Library during the year was 6147—the number at present drawn per week averages 250. *Evening School*:—The attendance at this School is generally regular, and the interest manifested very encouraging. The pupils belong, for the most part, to that class which, if not at school during the evening hours, frequent the streets, to the great disturbance of the peace and tranquility of the city. They are of all ages—from ten or twelve to thirty-five or forty years—and their occupations are as varied as their ages. They seem universally actuated by an ardent desire to acquire knowledge, and, generally speaking, their progress is quite perceptible and satisfactory. Arrangements have been made to give instruction in Reading, Spelling, Writing, Arithmetic, Book-keeping, Algebra, Euclid, and Grammar. It is not intended that the school shall be kept open longer than until the first of April, when it is proposed to close it for the sum-

mer months. Were the accommodation more ample, it is probable the number of scholars would be greatly increased.

General Summary.

Total number of Pupils taught in the City Shool during the year.....	3026
Average attendance.....	1569
Cost per Scholar for one year's Instruction.....	\$6.33
Number of Volumes in Library.....	1699
“ “ drawn during the year.....	6147
Number of Visits made by Trustees, Superintendent, and others.....	748
Number of Teachers employed.....	31
Total Cost of Central and Ward School Estates to the 1st of January, 1856.....	£18,040 4s. 0d.

THE TOWNS.

131. *The Reverend John McMurray, Brockville*: “ I have to report that during the past year, four schools, two male and two female, were in operation in Brockville, under the direction of the board of common school trustees. The progress of the pupils was as satisfactory as could be expected, considering the state of school accommodation. The trustees during the summer, succeeded in accomplishing the project on foot a year ago, the erection of a large, commodious stone building. It was, although not finished, in a condition fit for the reception of the children of the four schools, at the Christmas holidays. It is divided into two departments, male and female, each presided over by two teachers, besides the principal, who has the oversight and management of the whole. A greater interest is evidently taken in the work of education in this town, than heretofore, and now that the school is free to all, and that the rate bill is abolished, no barrier lies in the way of the poorest parent, obtaining for his child an education which will qualify him for occupying a high position in the future advancement and prosperity of this country. The Scriptures were read in all the schools during the year; and the business of the day opened and closed with prayer, and although some Roman Catholics were, and are still in attendance, they were not required, unless so instructed by their parents, to unite in the religious exercises of the school. I may add, that the school house now erected in this town is, I understand, the finest in Canada, solely for the children, attending the common school,—a building adapted to promote the physical activities of the young, as its intellectual machinery is designed to educate and invigorate their mental capabilities, and improve their moral nature.”

132. *W. H. Brouse, Esq., M. D., Prescott*: “ Our boards of trustees have united the common and grammar schools, and with an energy rarely equalled, they are advancing the interests of education in a manner highly creditable to themselves, and also satisfactory to the inhabitants assessed for the support of schools. Besides the common, grammar and separate, we have two select schools, wherein upwards of 100 children receive instruction, and which have succeeded in sending forth some well educated youths. Still the greater interest is concentrated in the common and grammar school united. They are working well for the interest of education in our

town. Good teachers have been secured by allowing liberal salaries, and not only has the board felt the necessity of promoting the cause of education among the youth, but we have the strongest proof that its efforts have also enlisted the co-operation of parents and guardians. Where much indifference was shown heretofore, there now prevails among the young people a noble ambition to excel in the higher branches of education. About one-third of the population are Roman Catholics. They have their separate schools, and it is pleasing to witness the interest they manifest in encouraging all the children of that persuasion to attend school. I may add generally, that all the schools in this locality, working under the present school system, are in a much more prosperous condition, and shew evidence of still greater improvement, than during the previous years."

133. *John Gerrie, Esq, Whitby*: "There has been great progress made during the past year in this quarter, in the great object of procuring a sound and useful education, among our growing population. Our beautiful new central school of two stories will contain, with ease, 250 or 300 pupils, and we have two very efficient teachers."

134. *The Reverend James Cooper, Woodstock*: "There is nothing of which parents complain more than bad reading. I have called the attention of teachers to it, and I have no doubt we shall succeed in remedying this evil, so widely spread in this country. We get the *Journal of Education* regularly, and enjoy it much. The trustees have voted an addition to the salaries of our male teachers of £12 10s., and they have entered upon their work this year with great spirit. We feel much encouraged, and we hope you do also, to labor for the welfare of our beloved country."

THE VILLAGES.

135. *The Reverend W. H. Lauder, A.B., Napanee*: "The subject of free schools was brought up at the last annual meeting and was negatived. This we have, however, no reason to regret, as all the purposes of the free school system are carried out under the present system, no child is excluded from inability to pay; we receive all that come and are at this moment giving a free education to a good many. While this is the case there is no cause of complaint."

136. *The Reverend David Caw, Paris*: "The schools in Paris during the past year, have been, as regards a staff of teachers and every other requisite, in full operation. We act on the free school system; one which we find works well. The only serious evil against which we have to contend, is the non-attendance of those whose names are on the roll. Perhaps in one school 250 names are enrolled; visit the school any day, and from 60 to 70 of these are absent. To counteract this evil we have tried many things; but in spite of all our endeavours, it still exists to an alarming extent. This evil rests with the parents. That nothing may be wanting to promote the health of the children, and to facilitate their improvements; our trustees are about building a central school at a cost of £2,600; which, when finished, will not only be an ornament to our rapidly rising town, but a permanent blessing to our children."

137. *The Reverend Archibald Lampman, St. Mary's* : "Our schools have been conducted during the year now past, as well as the unfavorable circumstances of our new village would permit. We have as yet to contend against the obstacle of insufficient school accommodation; we were obliged also during the past year to change teachers too often, and to employ a teacher or two who were not well adapted to the instruction of our village pupils. However, we have had a couple of excellent teachers; and I am certain that for the future we shall demand higher qualifications in the teachers who instruct our youth, than has hitherto been insisted upon. The schools are now conducted systematically; good order is enforced; and, in the male school especially, there is a promptness and thoroughness which is always pleasant to see, and which gives the pupil a pleasure and a spirit in this work. Our excellent board of trustees requires no prompting in respect of a full appreciation of the great benefits which are in its power to confer, through the means of education, on the rising generation; it wishes to throw open wide the portals of the temple of knowledge to every child in the community; and to bid him enter and fit his mind and heart for the due discharge of his duties when he shall attain to the years of manhood; and whether he has the good fortune to be born of wise and prudent parents, or the misfortune to be born of ignorant and vicious ones, is a question which it wishes not to ask; but rather 'Will you come and submit yourself to the preparatory training which we offer you, and which will admit you to the companionship of the wise and good of all ages; which will open to you sources of delight hitherto unknown; and which will also relieve you of many of the hard conditions to which ignorance is subject. For your sake and for the sake of our country we wish you to come and partake of these benefits, and we believe that in after years you will repay an hundred-fold our care and cost.' The free school system is every where gaining ground; it is gradually scattering the obstacles that impede its progress; narrow-mindedness and selfishness, are, by degrees, breaking down before it; and few are now to be found who will deny that it is the interest of all, that all should be educated; at least as far as the common branches of a good English education go. The Canadian patriot who aspires to see the country soon take rank among the leading nations of the earth, may have, we believe in our unsurpassed system of common schools, the firmest guarantee that his aspiration shall be realized. There can be little of excellence reared on a basis of ignorance; and if we can lay down in the characters of our people, the principles of mental activity, and a manly self-reliance, we shall see Canadians second to no people in the world. The more the mental vision is extended, the more will men triumph over absurd superstition and over local prejudice, and the more also will their actions and sentiments be elevated, noble, and worthy of men. We therefore believe that he who shall be first in promoting the cause of education, will be the first likewise in the hearts of the rising generation. Our trustees have petitioned the village council for a sum of fifteen hundred pounds, for the purpose of erecting a school house suited to the fast improving character of the public buildings of the place, and adapted to the rapidly increasing demand for school accommodation. This petition has been readily granted; and next summer will witness we trust, the erection in our village of an educational structure, correct in its external architecture and commodious in its internal arrangements."

138. *J. Hyde, Esq., M. D., Stratford*: "Our school accommodations being so limited, induced the trustees to impose a rate-bill which as you will see, has very much reduced the number of pupils during the year. The free school system is resumed for the current year: this, with the ample provision afforded in the new building now occupied, it is hoped will cause a much larger attendance than last year."

139. *F. J. McGuire, Esq., Trenton*: "The board of common school trustees for this village came to the conclusion, in the commencement of last year, that it would keep open only two schools, engage the services of two efficient teachers, and pay them a good salary. It has proved successful. We now have the schools in this village in a more prosperous condition. Our teachers last year gave general satisfaction, so much so, that at the last annual meeting, all were in favour of free schools, though at the annual meeting in 1855 we had a very close-contested election. There is no other plan upon which schools could be established, that gives to the poor such facilities for obtaining a liberal education; but, it is to be regretted, that, in too many instances they do not avail themselves of the inducement held out to them."

140. *T. W. Atkins, Esq., Vienna*: "The impetus given to the energy and improvement of the common schools under the new system, calls forth the enthusiasm of all lovers of enlightenment and general intelligence; and the elements required to secure the basis of fundamental principles, necessary in all the institutions for the improvement of the rising generation, should not be lost sight of. The first two years 1853 and 1854, the charge per quarter for each scholar was 2s. 6d.; in 1855 the school was entirely free, as it will be in 1856, to all within the corporation. Scholars from without will be charged three dollars per quarter at the grammar school, which is now united with the common school. All appear to be alive to the interest of the schools so far as they are able. The losses by fire, and other circumstances have crippled our measures, and caused us to omit some important additions that were required, particularly the library contemplated in 1854. We want a better school house, in a better location, with more room for the scholars; all of these we hope to obtain by economy and perseverance."

Appendix B.

GENERAL REPORTS ON THE STATE OF THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA, FOR THE YEAR 1855.

No. 1. *The Grammar Schools of the Eastern Section of Upper Canada ; by*
THOMAS JAFFRAY ROBERTSON, Esquire, Inspector of Grammar Schools.

TORONTO, 31st March, 1856.

SIR,—I have the honor to submit, for the consideration of the Council of Public Instruction, the following general observations on the state of the grammar schools visited by me in the eastern section of Canada West during the latter part of October and the beginning of November 1855.

In the discharge of this duty I deemed it right to examine the classes in the several schools as thoroughly as the time at my disposal permitted ; to ascertain by observation and enquiry, the mode of teaching and the nature of the discipline in each instance ; to direct my attention to the condition of the house, furniture, books, apparatus and grounds ; to obtain as much information as possible regarding salaries, fees, and other particulars likely to be useful in forming a correct estimate of the condition of the schools ; and, finally, to communicate with trustees and others interested in the progress of popular education in the different localities.

1. *Analysis of the Schools.*—Of the schools in question, 9 were from various causes, chiefly want of teachers, not in operation. The remaining 27 may be classed somewhat as follows : 6 good ; 7 tolerable ; 10 middling ; and 4 bad. In this classification I have not been guided exclusively by the amount of classical knowledge exhibited in each, but also by the general style of answering in the subjects proposed to be taught, and by the results produced in the training up of the mental powers, and the formation of character. In 17 cases, female pupils were admitted, and in 14, the grammar and common schools were united. In some instances this union was merely nominal,—the head masters having no real connection with the common schools legally placed under their control, but in point of fact not subjected to their management, and sometimes even in remote parts of the same town.

2. *Standing of Masters.*—Of the 27 head masters, 7 had graduated at English, Irish and Scotch Universities ; 5 at Canadian Universities ; and 1 at a University in the State of Ohio ; 1 was teaching without any legal qualification, and the remainder had been appointed before the present law came into operation. These gentlemen seemed, in general, anxious to carry out the arrangement promulgated in the programme for the management of grammar schools, and most of them were also apparently possessed of the requisite general information. Many of the grammar schools, however, are united with common schools, and even where this is

not the case, these two kinds of schools are to some extent so similar in their nature, that the grammar school teacher necessarily requires a considerable portion of that mechanical skill in the arts of teaching and school management so useful in the government of a common school. In this qualification it could scarcely be expected that there would not be some deficiency; and while this fact was sufficiently obvious, it was impossible to avoid noticing a marked anxiety for improvement. In 2 schools there were classical assistants; and there were besides these, including the union schools, 25 assistants, of whom 8 had been trained in the provincial normal school for Upper Canada.

3. *Numbers in attendance.*—The next point on which I would remark has reference to the numbers in attendance and studying the different branches.

On the rolls of the schools in operation, I found in all 895 names, excluding those belonging to the common school portion of union schools,—average 33.

On the days of my visits there were present in all 681, giving an average of 25—exclusive of common school pupils; where the schools were mixed, I did not include in these numbers any pupils using reading books below the fourth book of the Irish national series. I found pupils engaged in the study of Latin in all the schools save one, and in that instance the teacher assured me that he had 6 classical pupils, but none of them chanced to be present; the average was 1. In 4 schools there was only 1 classical pupil present in each; in each of another 4 2 present; and in each of another 4, there were present between 20 and 30. There were students learning Greek in 12 schools,—average 3. French was taught in 5 schools; the physical sciences in 17; drawing in 5; music in 3; history (chiefly English and Canadian) in 21; geometry in 25, (average nearly 6) and algebra in 22, (average nearly 7.) As regards the usual branches of common school education, nearly all were advanced in arithmetic beyond proportion; were learning geography, and parsing easy English sentences; most were writing small hand, and some were writing exercises in English composition. I have already remarked that I have included in my estimates only those supposed to be reading the “4th and 5th books of lessons.”

4. *Methods of instruction.*—One of the most important elements to be considered in forming an opinion on the condition of a public school and the effects it may be likely to produce in advancing the cause of popular education, is the mode in which the instruction is communicated, and the school governed. It is by no means sufficient that a certain amount of information shall be given in the different branches, but it must be given in such a way as to train the various mental powers and to form the character properly. In this respect there is considerable deficiency; with a few exceptions the style of teaching is by no means intellectual—too much dependence being placed on text-books and the recitation of lessons committed to memory; in many instances by no means sufficient attention has been paid to the inculcation of the habits of neatness, regularity, and order, so especially necessary in the training of youth. This was more particularly evident in the state of school houses and furniture, which were frequently in a dirty and slovenly condition: the desks and seats cut and hacked with knives, and the

apparatus very much abused. Still the general condition of the schools is not discouraging ; some, indeed, I do not think, will ever flourish as grammar schools,—the localities in which they are established not affording materials for that description of school ; the others, however, seem to be commencing a career of improvement. The rod has in a great measure been superseded by a mode of government more kindly and more efficacious in the formation of character ; in several instances also intellectual teaching has been fairly introduced and first principles inculcated, while a growing taste for a superior style of education is beginning to be manifested.

5. *Religious exercises.*—In all the schools with six exceptions, religious exercises have been introduced, consisting of daily prayer and the reading of the Scriptures.

6. *Books and apparatus.*—Another circumstance materially affecting the well-being of the schools is the supply of books and apparatus. As regards the former, their condition was satisfactory ;—but in large maps suitable for teaching the rudiments of geography, there was a considerable deficiency, many schools being altogether dependent on small atlases, brought by the pupils, and altogether unfit for use in the simultaneous method of teaching. One school was without apparatus of any description ; 9 had black boards only ; 15 had in addition to black boards, tellurians, orreries, Holbrook's apparatus, or globes ; and 2 had some chemical apparatus also.

7. *Houses and furniture.*—Of the schoolhouses, 17 were built for school purposes, and several of them, which were spacious and substantial buildings, may be classed as good ; 10 were somewhat inferior ; and one, a very old wooden building, could scarcely be considered habitable. Nine schools were carried on in premises rented for the purpose, and were in most instances totally unfit. In many cases the grounds attached to the school-houses was partially or entirely unfenced, and the sheds or out offices in a shameful state of neglect. Even in the neatest premises I saw no attempt at ornament : not a tree, shrub, or flower to awaken or cultivate a taste so simple and natural, and so easily gratified in rural districts ;—still it would be unjust not to advert to the liberality exhibited in the erection of many of these buildings. The furniture even in the best of them was by no means deserving of similar commendation, the desks being constructed on a bad principle with a view to economy, and in many instances, as I have already stated, shamefully abused.

8. *Salaries.*—So far as I could ascertain, the average salary to the head-masters was about £170 per annum, the highest being somewhat under £300. In 16 instances these salaries were guaranteed to the teachers by the trustees, who paid them out of the government grants and the school fees, which varied in general between 7s. 6d. and £1 5s. per quarter. In two instances a portion of the requisite sums was made up by taxation or assessment, and in one instance some pupils were admitted gratis—this was a union school. In the other cases the teachers received the government money and made what they could in addition by the school fees.

9. *Trustees and difficulties.*—It is much to be regretted that the trustees, usually gentlemen of intelligence and education, including most of the ministers of religion in each locality, do not visit more constantly. Some of these gentlemen with whom I had an opportunity of communicating, took a deep interest in the schools, and the results were in all cases beneficial. Even under the most favorable circumstances, difficulties are to be encountered; occasional apathy on the part of parents; an unwise regard to economy; and sometimes attachment to a particular teacher, in consequence of which a mischievous opposition is created and supported; but above all a want of power in the trustees to raise funds, so that they are dependent on other bodies in this most important particular.

10. *Suggestions.*—These schools, as I have already hinted, unavoidably partake somewhat of the character of common schools. They should however be viewed as a very important element in a great scheme of national education; they have prepared students in many instances for the universities and for the study of the law, and thus form a link between the former and the common schools; hence unity of action is as essentially necessary in their organization, government, and mode of teaching as in the arrangement of the studies to be pursued in them. The expediency of adopting such a system of discipline and teaching, as will tend to forward the great end of education—the formation of character for the duties of after life—is now generally acknowledged by all enlightened educationists, and the importance of such a system is amply proved by the mischief perpetually arising from neglect or ignorance of it. This is not the place to enter into a minute enquiry into the principles upon which correct school government and effective intellectual teaching should be based, nor would it be easy to devise a plan by means of which any satisfactory arrangement on these points could be disseminated for general adoption; the subject, however, is one of the highest importance and deserving of the gravest consideration from the council of public instruction. It is much to be regretted also that greater attention is not paid to the internal state of many of the houses, the condition of the furniture, apparatus, grounds, out houses and fences, as great neglect is observable occasionally in these particulars; and finally it is much to be wished that more power should be placed in the hands of the trustees so as to enable them more effectually to carry out the objects of the law by applying the requisite remedies to the defects at present existing, whose removal is their especial duty.

I have the honor to be, sir,

Your very obedient servant,

(Signed,)

THOS. J. ROBERTSON,

Inspector of Grammar Schools.

The Reverend

EGERTON RYERSON, D. D.

Chief Superintendent of Education.

No. 2. *The Grammar Schools of the Western Section of Upper Canada ; by the Reverend WILLIAM ORMISTON, M. A., Inspector of Grammar Schools.*

TORONTO, 15th March, 1856.

SIR,—In addition to the special report upon each of the grammar schools, which I have already transmitted to you, I have the honor also to present this general report upon the state of the grammar schools, in the western section of Upper Canada, for the year 1855.

And in doing so, I cannot refrain from expressing the satisfaction which it affords me ; because I feel convinced, that notwithstanding the many discouraging facts which it truthfully records, and the urgent necessity for immediate improvement in many cases which it exhibits, the report, on the whole, furnishes the most gratifying evidence of a growing desire, on the part of the people, for the advantages of a liberal and more advanced education ; constitutes a reasonable and valid ground of high expectations for the future, and cannot fail to afford sincere gratification to every lover of his country.

It may be necessary here also to state that the schools were visited chiefly during the months of October and November, a season when the average attendance, is reported as lower than during other terms, and within a few months after the new regulations for grammar schools came into force.

I propose to arrange this report under several distinct heads.

1. *Analysis and classification of the Schools.*—Hitherto many things have operated against the prosperity of the grammar schools and have prevented them from filling their proper place, as the connecting link between the Common School and the University, by extending the training acquired in the one to a proper preparation for the higher discipline of the other. In addition to the causes mentioned in the report of 1854,—the utter absence of any recognized system in the management of the schools ; their official isolation from all other educational institutions ; and their restricted sources of support,—I would notice the fact that, in many cases, they had assumed the functions, and sustained the character of mere common schools, without even efficiently performing their duties, and hence had fallen into merited disrepute and consequent neglect. Nor is it to be denied that their want of success, in some cases, arose from incompetency or inefficiency on the part of the masters, and the casual neglect of the trustees.

Since the enactment of the last grammar school law, however, and the introduction of the regulations adopted by the Council of Public Instruction, these difficulties have been partially obviated ; a very large number of the schools are now arranged and conducted according to the prescribed programme, and the pupils in all are examined before admittance ; hence the status of the schools is very much raised. Several changes for the better have also been made in the masters, and a more uniform class of text-books are being rapidly and generally introduced, and also in not a few instances, a more adequate supply of maps and apparatus has been procured.

Of the thirty-seven schools established in the counties, visited by me, two had never been opened, four had been discontinued, and four were without masters; so that there were only 27 in actual operation when visited.

During the year three new schools have been opened: one in Berlin, one in Brampton and one in Dundas; while two have been closed: one in Caledonia, and one in Hamilton. The latter in all probability soon again to be reopened.

There are seven union schools, but as they have been in operation only for a short time, it is premature to speak much of their success. I would remark, however, that, in most, the union is more nominal than real, each department being under separate, distinct and, not unfrequently, quite dissimilar management; and except so far as raising funds are concerned, the schools are just as they were when under the control of two distinct boards of trustees.

In order to ensure success in any union school I would recommend that the entire school, whether in the same, or in separate buildings, be placed under the same system of discipline, and that the several departments be arranged with reference to each other, a proper gradation of classes being adopted.

In eight of the schools, besides the union schools, more masters than one are employed, so that sufficient time and attention may be devoted to the several subjects taught, and a higher degree of proficiency attained.

A few of the schools are so badly attended and so indifferently taught, that unless a speedy improvement takes place in both respects, it were better that they should be discontinued for a time. Those which have been already closed, are not likely soon to be reopened, nor is this a matter to be deeply regretted, as it will tend more to the progress of a higher education, that the character and position of those already in operation be elevated, than that their number be increased at the expense of their efficiency.

On the whole, although the general character of the schools is by no means all that it should be, yet through the ability and energy of some of the masters, and the active cooperation of the trustees, a goodly number of them have attained a position of respectability and usefulness, while not a few, manifest tokens of immediate improvement and future excellence.

2. Teaching and Discipline—Of the 27 head-masters actually engaged, 9 are graduates of British Universities, 8 of Canadian Universities, 2 of American Universities, 5 not graduates, but employed by the trustees before the present Act came in force, 1 licensed by the Board of examiners, 2 not legally qualified at that time.

The modes of teaching, are as might be expected in the circumstances, very various, and in most cases, neither so interesting, instructive nor intellectual as they might be,—the direct object being evidently more to impart a certain amount of information upon a given subject, than to develop, and strengthen the faculties of the mind; hence the memory is cultivated at the expense of the judgment, and the pupils are required to repeat rather than reason, to quote rules and cite formularies, rather than to explain and investigate them. To this, however, there are several noble exceptions, where the mode of teaching is well adapted to secure both the ends contemplated in scholastic discipline,—the acquisition of useful knowledge, and the attainment of mental power.

The discipline of the schools, though necessarily various in method, is, on the whole, good and healthful in its effects, and with few exceptions is paternal, kindly, and morally elevating. The rod is altogether laid aside in many of the schools, and rarely used otherwise than sparingly in any of them, an appeal to the sense of honor and the feeling of moral obligation proving more successful than a frequent infliction of corporal chastisement.

In nearly all the schools, Prayers are offered, and the Scriptures are read. In many no little pains are taken to instil into the minds of the pupils correct principles, and to awaken in their hearts, pure, generous, honorable and patriotic sentiments; besides, a very large proportion of the trustees are ministers of the gospel, and necessarily exert a most salutary influence over the moral discipline of the schools.

3. *Pupils*.—By a reference to the tables appended to the special report, it will be observed that the entire number of pupils in attendance at the time of my visits was 800, and that 400 of these were engaged in the study of the classics, over 300 in algebra and geometry, and 90 in French.

It will also be observed that, although a majority of the schools have not been in operation more than five years, and many of them have been still more recently opened,—apart from the school in Toronto, which has partially trained a large number who have gone to Upper Canada College, or the University,—between 40 and 50 students have been prepared to enter various colleges: 20 have entered the University of Toronto and 18 have entered Trinity College, 4 have gone to Victoria, 2 to Queen's and a few to American colleges. Besides a large number have been prepared for their entrance examination as students of law or medicine.

The average number in attendance for each school, is nearly 30; average number of classical pupils for each school about 15. Many of those not in classics are prosecuting more advanced English studies.

The attendance generally was reported as regular and punctual, though not so numerous, as prior to the carrying out of the late regulation, making an entrance examination necessary.

In 8 of the schools female pupils are admitted, and in several a goodly number of young men were in attendance.

I think it would tend greatly to increase the attendance at the grammar schools were it generally known, that their students may be prepared to compete as candidates for the Scholarships offered by the University.*

4. *Houses and apparatus*.—The school houses generally, either as regards external appearance, or internal accommodation, are by no means commendable. Very many of them are inferior to the common schools. In most cases the premises present a dull, unthrifty and unattractive aspect, destitute alike of ornament and convenience, without fence, shed or well, tree, shrub or flower, while within, an entire lack of maps, charts and apparatus, is, with too few exceptions, the general rule.

* For a list of the University Scholarships, see the note to No. 1, of Appendix D, on page 312.

In those places, however, where houses have been lately erected, or are now being erected, the houses are both handsome and commodious, and properly furnished.

The 31 schools may be classed as follows : having good houses, 9 ; tolerable, 6 ; bad, 8 : places where no house has yet been built, the school being kept in temporary apartments, 5 ; houses in process of erection, 3.

In four instances, the premises are sufficiently extensive to supply apartments for a residence to the master, while in others the master has to furnish the public class room, as well as his own private dwelling.

The main cause of the present state of the school houses with their appurtenances, is the fact that the trustees have had no power to raise funds otherwise than by school fees for tuition ; and the county councils have generally regarded the grammar schools more in the light of a local than of a general benefit, and hence have not very liberally provided means for their support.

In a few counties, however, liberal appropriations have been made in support of grammar schools, while several towns where they are located have also contributed funds for the erection or repair of the necessary buildings and for salaries of the teachers.

5. *Salaries and fees.*—The salaries of some of the masters is fixed at a certain sum, per annum ; of others, it varies as the attendance.

Of the 27 head-masters, 8 are in receipt of salaries under £150 ; 12, from £150 to £200 ; 10, from 200 to 250 ; 5, from 250 to 300.

The average salary for each is about £180 per annum.

In some schools a uniform school rate is imposed upon all the pupils, and in others a graduated scale of fees is adopted. The fees per quarter vary from 5s. to 50s. The latter sum is charged only in one instance. The average fee per quarter for each pupil, as nearly as can be ascertained, is about 17s. 6d.

6. *Trustees.*—As the duties imposed by statute upon the boards of trustees are highly important, the efficiency and success of the schools depend very much upon the manner and spirit in which they are discharged. It is therefore the more gratifying to learn, that, generally, individuals well qualified both by education and position have been appointed to that trust. Of the trustees of the 31 schools,

63 are Clergymen,

20 are Physicians,

6 Members of Parliament,

40 Magistrates and county officials, and

57 Of various vocations.

All of whom constitute a large body of educated and influential men who are not only deeply interested in the success of the schools, but actively engaged in promoting their prosperity. And though hitherto, some have not felt so lively an interest in the schools under their charge as could be wished, (which indifference has arisen mainly from the fact that the trustees have had no power to raise funds to carry out their wishes in reference to the schools,) yet now, a more earnest and

energetic spirit has begun to be manifested,—the immediate effects of which are already apparent in the improved condition of many of the schools ; while its ultimate results can scarcely be estimated.

7. *Suggestions.*—In conclusion, I would respectfully suggest that it would render the present grammar school law much more efficient, were some change introduced in the mode of raising funds for the support of the schools.

Either that the municipal councils be required as well as authorized to raise the requisite monies on the order of the trustees ; or that the boards of trustees themselves, be invested with the same powers, as are now possessed by the trustees of common schools, for the purpose of raising funds for the erection, repairs and maintenance of the schools.

It would also be well, if something like a basis of union, or plan of procedure, were furnished to those schools with which the common schools are united, as there appears to be no little difficulty in forming the union, and in amicably and successfully carrying it out.

It is also exceedingly desirable that all possible efforts be made, to secure a greater uniformity, both in the modes of teaching and discipline in the schools.

Nor can I refrain from expressing the regret which I feel, that as yet so little attention seems to have been paid to the external appearance of the school-houses, and the outside appendages. It would add but little to the cost, and much to the comfort, the respectability and the usefulness of such schools, were the ground around them neatly fenced, and properly laid out, and planted with a few shrubs and flowers ; and were they also furnished with sheds, out-houses and wells, and, where practicable, a play ground.

It is to be hoped, however, as the public taste in this respect is rapidly improving, that the schools will not long be neglected.

I have the honor to be, sir,

Your obedient servant,

(Signed,)

W. ORMISTON,

The Reverend

EGERTON RYERSON, D. D.,

Chief Superintendent of Education.

Appendix C.

THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

No. 1. Terms of Admission into the Normal School, Toronto, adopted by the Council of Public Instruction for Upper Canada.

The Council of Public Instruction, anxious to adopt such measures as appear best calculated to render the training of the Normal School as thorough as possible, and to diffuse its advantages over every county in Upper Canada as equally and as widely as possible, adopts the following regulations in regard to the duration of the future sessions of the Normal School, and the mode and terms of admitting and facilitating the attendance of students at that institution.

Ordered, I. That the semi-annual sessions of the Normal School shall commence on the 15th day of May, and the 15th day of November of each year, [and if those fall upon Sunday, the day following,] and continue for a period of five months each—to be concluded by a public examination and followed by a vacation of one month.

II. [1]—That no male student shall be admitted under eighteen years of age, nor a female student under the age of sixteen years. [2]—Those admitted must produce a certificate of good moral character, dated within at least three months of its presentation, and signed by the clergyman or minister of the religious persuasion with which they are connected; [3]—they must be able to read and write intelligibly, and be acquainted with the simple rules of arithmetic, and with the elements of geography and English grammar; [4]—must sign a declaration of their intention to devote themselves to the profession of school-teaching, and that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

III. That upon these conditions, candidates for school-teaching shall be admitted to the advantages of the institution without any charge, either for tuition, the use of the library, or for the books which they may be required to use in the school.

IV. That the teachers-in-training shall board and lodge in the city, in such houses, and under such regulations as are approved of by the Council of Public Instruction.

V. That a sum at the rate of five shillings per week, (payable at the end of the session) shall be allowed to each teacher-in-training, who, at the end of the first session, shall be entitled to a provincial certificate.

VI. That all candidates for admission into the Normal School must present themselves during the first week of the session, otherwise they cannot be admitted;

and their continuance in the school is conditional upon their diligence, progress, and observance of the general regulations prescribed by this council.

VII. That all communications be addressed to the Reverend Dr. RYERSON, Chief Superintendent of Education, Toronto.

No. 2. Provincial certificates granted by the Chief Superintendent of Education.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Upper Canada School Act of 1850, 13th and 14th Vict., chap. 48, has granted the under-mentioned students of the Normal School, Provincial Certificates of qualification as Common School Teachers in any part of Upper Canada :

XLIV. And be it enacted, That it may and shall be lawful for the Chief Superintendent of Schools, on the recommendation of the Teachers in the Normal School, to give to any teacher of Common Schools a certificate of qualification, which shall be valid in any part of Upper Canada, until revoked according to law : Provided always, that no such certificate shall be given to any person who shall not have been a student in the Normal School.

The certificates are divided into classes, in accordance with the general programme according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked.

Each certificate is numbered and recorded in the register of the Department in the following order :

Ninth Session, 1852-53.—Dated 18th June, 1853.

FIRST CLASS.

Males.

1. Archibald Macallum.
2. John Herbert Sangster.
3. Samson Paul Robins.

Females.

4. Doreas Clark.
5. Catharine Johnson.
6. Anna Mills Morrison.
7. Marie E. Toof.
8. Huldah L. Whitcomb.

Males.

9. Alexander Martin.
10. Warren Rock.
11. Benjamin Charlton.
12. Samuel Rathwell.
13. Henry T. B. deScudamore.
14. William Warren Trull.
15. Griffin Patrick Lanon.

FIRST CLASS—(Continued.)

16. Patrick O'Brien.

SECOND CLASS.

Males.

17. William Taylor Boyd.
18. Robert Archd. Campbell
19. John Simmons.
20. William Vardon.
21. Neil McTaggart.
22. Francis Rae.
23. John Clarke.

24. Obtained First Class, 167.

Females.

25. Anna Flemming.
26. Elizabeth R. Robinson.
27. Jennette Gray Foster.
28. Jane Smith.
29. Rose Saunders.
30. Eliza Barber.

SECOND CLASS—(Continued.)

31. Minnie Robertson.

32. Anne Siggins.

33. Emily M. Clark.

34. Lydia L. Hagar.

35. Elizabeth Maria Magan.

36. Amanda Walker.

37. Eliza J. Farland.

38. Azubah Hagar.

39. Melissa Smith.

40. Phoebe Louisa Sharp.

41. Christina Anne Hendry.

42. Ellen Daniell.

43. Elizabeth Bell.

44. Emily Rice.

45. Martha Hoig.

46 to 72, Third Class Certificates, expired on the 1st July, 1854.

Tenth Session, 1853.—Dated 18th October, 1853.

FIRST CLASS.	SECOND CLASS—(Continued.)	SECOND CLASS—(Continued.)
<i>Males.</i>		
73. Michael Joseph Kelly.	92. Robert Gibbs.	115. William Montgomery.
74. John Gilmore Malcolm.	93. William Stewart.	116. Charles Hankinson.
75. Lachlan Kennedy.	94. John Roberts.	117. James Evans.
76. Robert McGee.	95. <i>Obtained First Class</i> , 310.	118. Charles Clark.
77. William Smith.	96. William Abercrombie.	119. Richard Hill.
78. George Murray.	97. Augustine McDonell.	120. Joseph Ede.
79. Abraham W. Lawder.	98. Hugh McDougall.	121. Thomas Connell.
80. Samuel Robins.	99. William Henry Bly.	122. <i>Obtained First Class</i> , 224.
<i>Females.</i>	100. <i>Obtained First Class</i> , 307.	
81. Lydia Louisa Lyons.	101. James Draper.	<i>Females.</i>
82. Mary McCracken.	102. Martin Phillips.	123. <i>Obtained First Class</i> , 159.
83. Lydia Anne Appleton.	103. Angus McDonald.	124. <i>Obtained First Class</i> , 232.
84. Elizabeth Coote.	104. James Moriarty.	125. Ellen Hoig.
85. Jane Foster.	105. Ichabod S. Bowerman.	126. Caroline A. Masters.
	106. Thomas M. Bowerman.	127. Delia Andrews Masters.
	107. <i>Obtained First Class</i> , 212.	128. Julia Ann Robertson.
	108. Robert Hay.	129. Helen Campbell.
	109. William McKay.	130. Sophrona Andevon Mills.
	110. Robert Hellyer.	131. Lydia Eleanor Howard.
	111. Robert Logan.	132. Fanny Higgins.
	112. Jacob Choate Maguire.	133. Sarah Bowes.
	113. Thomas Hume.	134 to 150, <i>Third Class Certificates, expired on the 1st November, 1854.</i>
	114. Joseph Warren.	
SECOND CLASS.		
<i>Males.</i>		
86. Timothy Newman.		
87. David Misener.		
88. Robert Wilson.		
89. David Ludgate Williams.		
90. Phineas Will.		
91. Asa Beverly Danard.		

Eleventh Session, 1853-54.—Dated 20th April, 1854.

FIRST CLASS.	SECOND CLASS—(Continued.)	SECOND CLASS—(Continued.)
<i>Females.</i>		
151. Mary Adams.	172. Sarah Bales.	198. Elizabeth Stevens.
152. Emily Howard Jennings.	173. Harriet Bowes.	199. Adeline Stone.
153. Eliza Wilson Keddie.	174. <i>Same as</i> 133.	200. Elizabeth Van Every.
154. Julia Anne Robinson.	175. Margaret Burgess.	201. Cecilia M.A. Walkingshaw.
155. Jane Smith.	176. Margaret Buyers.	202. Mary Anne Wilson.
156. Mary Stephens.	177. Sarah Carr.	
157. Josephine Storrle.	178. <i>Obtained First Class</i> , 266.	<i>Males.</i>
158. Mary E. Sudborough.	179. Esther Clarke.	203. Wilbur Fisk Adams.
159. Margaret Sweeney.	180. Mary Coady.	204. John Ransome Brower.
160. Maria Louisa Williams.	181. <i>Obtained First Class</i> , 268.	205. Peter C. Blaicher.
<i>Males.</i>	182. <i>Obtained First Class</i> , 269.	206. John Coyne.
161. Charles Bannister.	183. Kate Higgins.	207. John D'Evelyn.
162. Francis Wesley Bird.	184. Anna Maria Holmes.	208. Gilbert Goldsmith.
163. Coleman Bristol.	185. <i>Obtained First Class</i> , 229.	209. Silas Hollingshead.
164. William Caulton.	186. Anne Eliza Jackson.	210. Edward Jamieson.
165. Daniel Chishelm.	187. Isabella Johnson.	211. <i>Obtained First Class</i> , 262.
166. Alfred Ernest Ecroyd.	188. Catharine Junor.	212. James Martin.
167. John Elson.	189. Harriet Evelyn Kennedy.	213. John McNaughton.
168. James B. Gray.	190. Margery Muter Kennedy.	214. Samuel Megaw.
169. Thomas Ferguson McLean.	191. Melissa McCrady.	215. Thaddeus O'Connor.
170. William Noden.	192. Christy McLennan.	216. John S. Oliver.
	193. Margaret McNaughton.	217. William Plunkett.
	194. <i>Obtained First Class</i> , 372.	218. Parmenius Reynolds.
	195. Mary Shearer.	219. Robert Somerville.
	196. Margaret Shrigley.	220. William Stevens.
	197. Lizanna S. Snyder.	221. John Terrill.
SECOND CLASS.		
<i>Females.</i>		
171. Jane Anderson.		

Twelfth Session, 1854.—Dated 16th October, 1854.

FIRST CLASS.

Males.

222. Francis Josiah Craig.
223. Ninian Leander Holmes.
224. David Kelly.
225. James McBrien.
226. John McLean.
227. John Patton.
228. George Rose.

Females.

229. Elizabeth Hughes.
230. Grace Anastasia Magan.
231. Elizabeth McNaught.
232. Sarah Birch Quinn.
233. Sarah Agnes Robinson.

SECOND CLASS.

Males.

234. George Abraham Barkley.
235. Allan Chisholm.
236. Absalom Dingman.
237. William Douglas.
238. *Obtained First Class*, 354.
239. Amos Gould.
240. William Hackett.
241. John Adams Hurlburt.
242. Alexander McKay.
243. Davis McKee.
244. Alexander McPherson.
245. Samuel Nash.
246. Richard William Scott.
247. James Stephens.

SECOND CLASS.—(Continued)

248. James D. Trousdale.

249. William Weir.

Females.

250. *Same as* 171.
251. Agnes Armstrong.
252. *Obtained First Class*, 267.
253. Susan Dorothy.
254. Alice Foggin.
255. Elizabeth McDonald.
256. Margaret Teresa McIllderry.
257. Jane Mowatt.
258. Annie Preston.
259. *Obtained First Class*, 374.
260. *Obtained First Class*, 367.
261. Caroline Wilkinson.

Thirteenth Session, 1854-55.—Dated 18th April, 1855.

FIRST CLASS.

Males.

262. John Livingstone.
263. James McGrigor.
264. Archibald McMurchy.
265. Donald Munn.

Females.

266. Catharine Cattanach.
267. Helen Elizabeth Clark.
268. Mary Anne Decow.
269. Rebecca Decow.
270. Harriet Anne Lind.
271. Mary Anne Murray.
272. Henrietta Shenick.

SECOND CLASS.

Males.

273. Joseph Fellows Adams.
274. *Obtained First Class*, 356.

SECOND CLASS.—(Continued.)

275. William Reader Bigg.
276. Peter Campbell.
277. Edmund Peter Costello.
278. Edward Lee Forsyth.
279. Henry Gick.
280. Alexander McKenzie.
281. Colin McKerchar.
282. James Minions.
283. John Morton.
284. Thomas Plunket.
285. John Horton Wright.

Females.

286. Anne Musgrove Armstrong.
287. Emma Arnold.
288. Matilda Backhouse.
289. *Obtained First Class*, 320.
290. Mary Frances Brown.
291. Elizabeth Campbell.

SECOND CLASS.—(Continued.)

292. Angeline Brown Ford.
293. Sarah Anne Fuller.
294. *Obtained First Class*, 317.
295. Lydia Sophia Munday.
296. Juliana Myers.
297. Louisa Porter.
298. Mary Porter.
299. Anne Jane Quinn.
300. Adelaide Rogers.
301. Mary Sheppard.
302. Esther Sudborough.
303. Mary Anne Sweeny.
304. Adeline Van Every.
305. Emmeline Van Every.

FIRST CLASS.

Male.

306. John Raine.

Fourteenth Session, 1855.—Dated 15th October, 1855.

FIRST CLASS.

Males.

307. William Carlyle.
308. David Ormiston.
309. John Harris Comfort.
310. John Jessup.
311. William Henry King.
312. Bernard Kerr.
313. David Blair.
314. Alexander Lester.
315. John Taylor.

FIRST CLASS.

Females.

316. Josephine Witmore Clark.
317. Kate Gunn.
318. Elizabeth Adams.
319. Emmeline Shadd.
320. Mary Brown.

SECOND CLASS.

Males.

321. Andrew Allison.
322. James Bowerman.

SECOND CLASS.—(Continued.)

323. Alexander Campbell.
324. Henry Clarke.
325. James Hay, Junior.
326. Duncan Crane.
327. *Same as* 240.
328. James Keating.
329. John McPherson.
330. Alex. Campbell Osborne.
331. Gilbert Platt.
332. Samson Roberts.

SECOND CLASS.—(Continued.)	SECOND CLASS.—(Continued.)	SECOND CLASS.—(Continued.)
MALE.	Females.	Donnell.
333. Samuel Simpson.	339. Eleanor Leach.	346. Mary Ann Munyard.
334. David Johnston.	340. Elizabeth Eleanor Kennedy.	347. Henrietta Simpson.
335. William Bernard Danard.	341. <i>Obtained First Class</i> , 360.	348. Susannah Robinson.
336. Henry Hicks.	342. Elmira Flood.	349. Amelia Robertson.
337. Thomas Steele.	343. <i>Obtained First Class</i> , 363.	350. Sarah Elizabeth Tewksbury.
338. Alexander Thompson.	344. Sophia Caroline McLean.	<i>Male.</i>
	345. Margaret Catharine Mc-	351. John Kellock.

Fifteenth Session, 1855-56.—Dated 15th April, 1856.

FIRST CLASS.	FIRST CLASS.—(Continued.)	SECOND CLASS.—(Continued.)
Males.		
1st Division A.	375. Catherine Walker.	398. Eliza Anne Crawford.
352. Alexander Black.	376. Isabella Walker.	399. Susan Hamilton.
353. James Carlyle.		400. Amy Caroline Jones.
354. David Fotheringham.	SECOND CLASS	401. Catherine McNeice.
355. John Hunter.	Males.	402. Anne Maria Paul.
2nd Division B.	1st Division A.	403. Anne Wharin.
356. Robert Alexander.	377. Justin Badgero.	2nd Division B.
3rd Division C.	378. William Dodds.	404. Martha Andrews.
357. Stephen Dadson.	379. Thomas Gooch.	405. Elizabeth Buchanan.
358. Lewis Corydon Moore.	380. Thomas Green.	406. Mary Avis Dew.
359. Abraham Pratt.	2nd Division B.	407. Catherine Kennedy.
<i>Females.</i>	381. John Brown.	408. Hannah Clarinda Kerr.
1st Division A.	382. Robert Brown.	409. Jane McLean.
360. Mary Foster.	383. John Cameron.	410. Mary Maria Marlatt.
361. Fanny Gordon.	384. George Husband.	411. Margaret Murchison.
362. Margaret Irvine.	385. John Mitchell.	412. Fanny Rutledge.
363. Mary Lester.	386. William Ruthven.	413. Catherine Ryan.
2nd Division B.	387. Benjamin Shirreff.	414. Mary Anne Sinclair.
364. Charlotte Madeline Church-	388. Charles Shortt.	415. Agnes Sweetin.
ill.	389. George Smith.	3rd Division C.
365. Mary Turner Hoig.	390. Hugh Thompson.	416. Rachel Harley.
366. Catherine Magan.	3rd Division C.	417. Margaret Hunter.
367. Nancy Strickland.	391. David Brown.	418. Margaret Jack.
3rd Division C.	392. Dugald Livingstone.	419. Mary Kerr.
368. Jane Bettie.	393. Alexander McGregor.	420. Mary McLellan.
369. Mary Ann Gill.	394. Duncan McIntyre.	421. Mary Ann Minshall.
370. Mary Houlding.	395. William Milliken.	422. Catharine Mulhern.
371. Sarah Ann Pickersgill.	396. Samuel Moyer.	423. Esther Rich.
372. Lucinda Piper.	<i>Females.</i>	424. Hannah Robertson.
373. Adeline Shenick.	1st Division A.	425. Annie Webster.
374. Margaret Strickland.	397. Anna Button.	

Certificates granted.....	425
Expired	44
Obtained higher Certificates.....	22
Obtained second Certificates in the same Class.....	3
	— 69
Total Certificates valid.....	356

No. 3. Normal School Examination Papers.

EDUCATION AND THE ART OF TEACHING.

1. What is education?
2. How will a correct knowledge on this point influence methods of teaching and school management?
3. Is the giving of premiums judicious or otherwise? Give reasons.
4. Should school premises be kept in a neat and orderly condition.—Is it advisable to ornament the grounds? Give reasons.
5. What is the best method of preserving attention in a class?
6. Plan and fit out a school house for 50 children, and then prepare them for the commencement of business.

ENGLISH GRAMMAR.

1. What is grammar?
2. What are the two authorities by which grammatical questions should be decided?
3. What department of grammar treats of the pronunciation of words? Define that department.
4. Name and define the parts of which an assertion must be composed, and state whether this is necessary in other languages, and if so, why?
5. In what does perfection in language consist?
6. What species of proposition must be found in every sentence, and why?
7. State the different complements that may be attached to the three principal parts of speech.
8. In what ways do verbs vary their terminations?
9. What is necessary for good reading?
10. State the general rules for emphasis in reading?
11. What is meant by stops or pauses in reading; where should they occur?
12. "These books were not made *use of*."
Parse the dashed words.
13. Prove by examples that the infinitive mood is a noun.
14. What part of the verb is the apparent infinitive mood, when it occurs after the verb "to be?"
15. Give the roots, prefixes and affixes of the following words: "Conference," "Exclusiveness," "Retention," "Applause," "Affinity,"—and give the English derivations from "duco" and "scribo."

- 16th.—1. *Restored* to life, one pledge of former joy,
 2. One source of bliss *to come*, remains, her boy;
 3. Sweet in her eye the cherished infant rose,
 4. *At once* the seal and solace of her woes;
 5. When the pale widow clasped him to her breast,
 6. Warm gushed the tears that would not be repressed;
 7. *In* lonely anguish, when the truant child
 8. Leaped o'er the thresh-hold, *all* the mother smiled.

Write the above in prose, parse the words in italics; give the grammatical subject and predicate of each proposition; give the principal word in each predicate; change the construction of "restored," "clasped" and "would be repressed."

17. "The trade winds and monsoons are permanent, *depending* on the apparent motion of the sun; but *it* is evident from theory, that there must *be* partial *winds*, in all parts of the earth *occasioned* by the local circumstances *that* affect the temperature of the air."

Parse the words in italics.

What duty is performed by the proposition "that there must be &c.?"

ENGLISH COMPOSITION.

Write short essays on any of the following subjects:

1. The relations which bind the British Colonies to the mother country.
2. The advantages of the study of history.
3. Enthusiasm.
4. Account of a voyage from London to Constantinople.
5. The Crusades.
6. A letter applying for a situation in a school.

GENERAL HISTORY.

1. Of what does history treat?
2. What date is assigned to the flood?
3. Which were the earliest political estates in the world after that event?
4. Give the date of Solomon, King of Israel, and name the principal nations known to history in his time.
5. In what conditions were these nations as regards independence when Rome was founded?
6. State the principal wars in Grecian history between 500 and 300 years before Christ, with the statesmen, orators and warriors that flourished in each.
7. In what condition were Babylon, Nineveh and Egypt probably, as regards independence, when Solon was promulgating his laws in Greece?

8. Who constituted the second triumvirate and what broke it up ?
9. Describe in genera terms the boundaries of the Roman Empire in the time of Augustus.
10. What kingdoms sprang up on the destruction of the Western Roman Empire ?
11. Name the four great dynasties that ruled in France with the date of the commencement of each.
12. State two remarkable events in the history of Europe during the tenth century, with the dates.
13. Name the principal events in the history of the world during the fifteenth century.
14. Name the most celebrated European sovereigns of the sixteenth century giving the date of each, and connect the date of one of them with some remarkable fact in the history of America.
15. Connect the preaching of Luther in point of time with some event in Asiatic History.
16. Name any remarkable events in the history of Europe during the seventeenth century.
17. Name the principal events of the eighteenth century, stating the connexion between them if any, and describe some of their most remarkable results.
18. Name the principal nations that form the Anglo-Saxon race—the countries they come from, and the period when each began to be mingled with the others.
19. Who was the first king of England ? Give the date,—name two other celebrated monarchs cotemporary with him or nearly ?
20. Was the last Plantagenet to any extent Saxon by descent, and how ?
21. Did any celebrated literary characters flourish during the Plantagenet period and in whose reigns ?
22. From whom were the Lancastrian princes descended ?
23. Had the Yorkists or Lancastrians the better title to the crown ? State why.
24. Was the death of Henry V an advantage to England or not ? State why.
25. What circumstances gave rise to the wars of the Roses ?
26. Was Henry VII in any respect a Plantagenet, and if so, how ?
27. What great events agitated the world during the times of the Tudors,—had the history of these times any and what connexion with Canada ?
28. Who were Mary of Scotland and Lady Jane Grey ?

29. What sovereigns reigned in England during the reign of Louis XIV of France, and with which of them was he more immediately connected?

30. Trace the descent of Queen Victoria from the Tudors.

31. State in narrative order six remarkable facts in Canadian History with their dates.

GEOGRAPHY.

1. Of what does Mathematical Geography treat?

2. What alteration in the position of the Globe would require the tropics to be drawn 5 degrees from the equator; and what change would there be produced in the polar circles?

3. What occasions the inequality of the days and nights; and why are they always equal at the equator?

4. Of what does Physical Geography treat?

5. Describe the chief physical features and divisions of South America?

6. Name the principal ancient divisions of Asia West of the Indus?

7. Name the states of ancient Greece with their relative positions?

8. Name the countries through which you should pass in travelling in a direct line from Archangel to Gibraltar?

9. Sketch the physical characteristics of the Islands that constitute Polynesia?

10. Sketch the physical and political geography of Canada?

11. Describe the physical divisions of North and South America as marked by rivers and mountain systems, with the chief political divisions in each?

12. The same for Asia?

ARITHMETIC.

2nd Division.

1. Define arithmetic, a unit and number.

2. Explain the system of notation.

3. Wherein do the simple and compound rules differ? Explain.

4. Define and illustrate reduction.

5. Define, exemplify and classify the different kinds of fractions.

6. What is meant by the greatest common measure, and shew how it can be obtained?

7. What determines the name of a product, of a quotient and why?

8. Define and illustrate ratio and proportion, and give a rule for finding either of the 4 proportionals.

9. Divide £250 among 2 men, 3 women and 4 boys, and give each man twice as much as a woman, and each woman thrice as much as a boy. What is each person's share?

10. Find the value of the expression $(\frac{5}{84} + \frac{2}{3} \text{ of } 7\frac{1}{2} - \frac{57}{11}) \div 2\frac{1}{8}$.

11. Reduce 11s. 3½d. to the decimal of a £; and 3 qrs. 24 oz. to the decimal of a ton.

12. It is required to divide 207 into 3 parts, which shall be to each other as $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{3}{4}$.

13. Find the dimensions and surface of a cubic box, which shall contain 100 bushels of wheat.

14. What is the diagonal of a square whose side is 25 feet?

15. If I purchase books at \$7.50 per dozen, at what price each must I sell them to gain 33⅓ per cent?

1st. Division.

1. State what is meant by the radix of a scale of notation and change 83,041 of the nonary to the duodecimal scale.

2. State the difference between simple and compound proportion.

3. Define a continued fraction, give an example and reduce it.

4. Find the formulæ for calculating compound Interest, deduce the Rule and apply it to the solution of the following question: £500 lent out at compound Interest, amounts in 5 years to £750; what is the rate per annum?

5. Investigate the formulæ for finding the sum of a series in both arithmetical progression and geometrical progression.

6. What is the value of .433', also of 4, 1, $\frac{1}{4}$, $\frac{1}{16}$?

7. Give a demonstration of the Rule for Double position.

8. Define the terms Involution, Evolution, Power and Root?

9. A garden whose breadth is only $\frac{1}{2}$ its length, contains 1½ acres; what are its dimensions?

10. A house rents for \$300 a year, what is the present value of 5 years rent at 6 per cent compound Interest?

11. A and B can reap a field in 12 hours, A and C in 16, A in 20. In what time could B and C, and in what time A B and C?

12. Required the surface and solidity of a pyramid, cone, and sphere. Illustrate.

ALGEBRA.

2nd Division.

1. Give a definition of Algebra, and state wherein it differs from Arithmetic.
2. State and illustrate the difference between a co-efficient and an exponent.
3. State and explain the use of a vinculum or parenthesis.
4. Explain what is meant by similar and dissimilar quantities.
5. Define addition and subtraction of algebraic quantities.
6. Write the 7th power of $a-b$.
7. Reduce $1-8 y y^3$, and also $1+4 x y+4 x^2 y^2=$ into component factors.
8. Resolve $a b -x$ to a fraction whose denominator shall be $1-y$.
9. Define an equation, and state what is meant by solving an equation.
10. Name and explain the several steps necessary in the solution of a simple equation.
11. What is meant by elimination, and state the several methods of performing it?
12. From two places 154 miles apart two persons set out at the same time to meet each other; one travelling at the rate of 3 miles in 2 hours, and the other at the rate of 5 miles in 4 hours, where and when will they meet?
13. A banker has two different coins; it takes a pieces of the one to make a pound, and b pieces of the other; how many of each must he take that c pieces shall be equal to a pound?
14. Divide the number 237 into two such parts that the one may be contained in the other $1\frac{1}{4}$ times.
15. Three laborers are employed in a certain work, P and Q would finish it in a days, Q and R in b days, and R and P in c days. In what time would P do it alone, and how long would it take all three together?

1st. Division.

1. Define the terms, Mathematics and Algebra.
2. Explain the origin and use of indices.
3. What will the difference of any two quantities divide?
4. Resolve $a^2 x^3 + 9 a x + 18$, and also $5 x^2 - 5 x - 60$ into component factors.
5. Find a multiplier which will render $\sqrt{5}-\sqrt{x}$ rational, and determine the product.

6. Define and classify equations.
7. Deduce the rules for completing the square in affected quadratics.
8. Indicate the solution of $10^x=3$.
9. Explain the nature of Logarithms, and how we find the Log. of 1. a product, a quotient, a power or a root.
10. What is an annuity? Investigate the formulæ for finding the present worth both at simple and compound interest; and also when in reversion.
11. What is the square root of $a^2+2 a b-2 a c+b^2-2 b c+c^2$?
12. By selling a watch for \$24 I lose as much per cent as the watch cost me. What was the cost?
13. Find 4 numbers in geometrical progression, such that the sum of their extreme may be 35, and that of the means 30.
14. Divide $\frac{2}{3}$ into two such parts that the sum of their reciprocals may be 1.
15. The sum of two numbers is a , and their product b . What are the numbers?

GEOMETRY.

2nd. Division.

1. Define the science of geometry and state what is meant by practical geometry.
2. Define the terms problem, postulate, axiom and theorem.
3. Define a square.
4. When is one proposition said to be the converse of another?
5. Prop. 7, 26 or 45 of book I.
6. The diagonals of a Rhombus bisect each other at right angles.

1st. Division.

1. Upon what is mathematical reasoning based.
2. Define the terms Data, Quæsitæ, Hypothesis and Predicate.
3. Distinguish between a direct and indirect demonstration.
4. What is meant by similar figures.
5. Prop. 9 or 13 of book II, 3, 8, 20 or 32 of book III.
6. Divide a circle into two segments such that the angle in one of them shall be five times the angle in the other.

NATURAL PHILOSOPHY.

1. What are the objects of natural philosophy?

2. Mention the essential properties of bodies, and illustrate impenetrability.
3. Name the different kinds of attraction, and explain gravitation,
4. Give a popular illustration of each of the mechanical powers.
5. Illustrate the composition and resolution of forces.
6. What are the sources, modes of distribution and effects of heat?
7. Explain the construction of a thermometer, and the scales generally used, and illustrate by an example how Fah. may be changed into Cent. and *vice versa*.
8. Explain the working of a common pump,—and force pump.
9. Explain what is meant by specific gravity, and state how it can be ascertained.
10. Explain the following phenomena, the change of seasons, the phases of the moon, eclipses and tides.

AGRICULTURAL CHEMISTRY AND PHYSIOLOGY.

1. State the objects of the study of chemistry, and mention the different branches of the subject.
2. Distinguish between mechanical, magnetic and chemical action, and give examples of each.
3. How many kinds of affinity, illustrate each?
4. What are bases, acids, alkalies salts and earths?
5. Give some accounts of O, H, N and C, S and P.
6. Give the composition of water, and account for its various qualities.
7. Explain the formation of dew, rain, hoar-frost and snow.
8. Give the composition of the atmosphere, and state how its pressure, moisture, elasticity and height can be ascertained.
9. Explain how the constant composition of the atmosphere is maintained.
10. Give some account of the composition and varieties of soils.
11. Whence do plants obtain their food?
12. Trace the growth of a plant from its germination to its decay, and state the results of that decay.
13. What effect has cropping upon the soil? Explain the rotation of crops and give examples of a proper rotation.
14. Explain the necessity and advantages of draining, fallowing and *manuring*.
15. Give a brief explanation of the processes of bread, butter, cheese and soap making.

16. Trace the circulation of the blood, and mention its constituents.
17. Mention the several parts of a plant, and explain their functions.
18. Trace the progress of food from the mouth until it mingles with the blood.
19. What effect has salt upon meat and how does it preserve it?
20. How many teeth have we, name them, and state the causes of the tooth-ache ; and mention the best means for preserving them?

Appendix D.

THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA.

No. 1.—Programme of Studies, and General Rules and Regulations for the Government of Grammar Schools in Upper Canada.

Prescribed by the Council of Public Instruction, under the authority of the Grammar School Act, 16 Vict., cap. 186, and approved by the Governor General in Council.

PREFATORY EXPLANATION.

The fifth section of the Grammar School Act requires, "That in each county grammar school provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and commercial education, including the elements of mechanics and natural philosophy, and also in the Greek and Latin languages, and mathematics, so far as to prepare students for University College, or for any college affiliated to the University of Toronto, according to a programme of studies, and general rules and regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved of by the Governor General in Council : Provided always, that no grammar school shall be entitled to receive any part of the grammar school fund, which shall not be conducted according to such programme, rules, and regulations." In the fourth clause of the eleventh section of the Act (after providing for the union of the grammar and one or more common schools in any municipality) it is provided, "That no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by a duly qualified teacher or teachers."

2. From these provisions of the law it is clearly the object and function of grammar schools not to teach the elementary branches of English, and especially

to teach the subjects necessary for matriculation into the University.* With a view to the promotion of these objects, and for the greater efficiency of the Grammar Schools, the Council of Public Instruction of Upper Canada, after mature deliberation, have adopted the following regulations, which, according to the fifth section, and the fifth clause of the eleventh section of the Grammar School Act, 16 Vict., chapter 186, are binding upon all boards of trustees and officers of grammar schools throughout Upper Canada.

Section 1.—QUALIFICATIONS FOR THE ADMISSION OF PUPILS INTO THE GRAMMAR SCHOOLS.

1. The regular periods for the admission of pupils commencing classical studies, shall be immediately after the Christmas and after the summer vacations; but the admission of pupils in English studies alone, or of those pupils who have already commenced the study of the Latin language, may take place at the commencement of each term. The examinations for the admission of pupils shall be conducted by the head master; as also examinations for such scholarships, exhibitions, and prizes as may have been instituted by municipal councils as authorized by law,† or by other corporate bodies, or by private individuals. But

* The following are the scholarships offered at the Matriculation Examinations in the University:

In the Faculty of Arts—(for subjects of Examination see p. 318) 4 of the value of £30 per annum each, in the Greek and Latin languages with History and Geography; 4, of the value of £30 per annum each, in Mathematics; 2, of the value of £30 per annum each, in the English and French languages, with History and Geography; 1, of the value of £30 per annum, in the Elements of Natural Philosophy and Chemistry; 4, of the value of £30 per annum each, for general proficiency in the subjects for all students (i. e. all subjects not classed under the head of "Honors and Scholarships.")

In the Department of Agriculture—3 of the value of £30 per annum each.—The subjects of examination are as follows, viz: English Grammar and Composition; Arithmetic, including Mensuration; Outlines of English History to the present time; Outlines of Roman History to the death of Nero; Outlines of Grecian History to the death of Alexander; Outlines of Modern Geography.

In the Department of Civil Engineering—3.

In the Faculty of Law—4; and

In the Faculty of Medicine—3, of the value of £30 per annum each.

† The *Upper Canada Municipal Corporation Act* of 1849, 12 Vict., chap. 81, section 41, enacts that the municipal council of each county shall have power and authority to make a by-law or by-laws for each, all, or any of the following purposes, that is to say:—

Thirdly. For the purchase and acquirement of such real property as may be required for county grammar school purposes, and for the erection, preservation, improvement, and repair of county school-houses, for the use of grammar schools, in such parts of the county, or within any city or the liberties thereof, lying within the boundaries of such county, as the wants of the people most require; for the sale and disposal of the same when no longer required; and for making such provision in aid of such grammar schools as they may deem expedient for the advancement of education in the same.

Fourthly. For making some permanent provision for defraying, out of the public funds of each county, the expense of the attendance at the seat of the University of Toronto, and of that of Upper Canada College and Royal Grammar School there, of such and so many of the pupils of the different public grammar schools of such county, as shall be desirous of, and in the opinion of the respective masters of such grammar schools, shall be of competent attainments for entering into competition for any of the scholarships, exhibitions, or other similar prizes offered by such University or College to competition amongst such pupils; but which pupils, from the inability of their parents or guardians to incur the

the board of trustees may, if they shall think proper, associate other persons with the head master in the examinations for such scholarships, exhibitions, or prizes.

2. Pupils, in order to be admitted to the grammar school, must be able,—

1. To read intelligibly and correctly any passage from any common reading-book.
2. To spell correctly the words of an ordinary sentence.
3. To write a fair hand.
4. To work readily questions in the simple and compound rules of arithmetic, and in reduction and simple proportion.
5. Must know the elements of English Grammar, and be able to parse any easy sentence in prose ; and,
6. Must be acquainted with the definitions and outlines of Geography.

necessary expense of such attendance, might otherwise be deprived of the opportunity of competing for the same.

Fifthly. For the endowment of such and so many fellowships, scholarships, exhibitions, and other similar prizes in the University of Toronto, or in Upper Canada College and Royal Grammar School there, to be open to competition amongst the pupils of the different public grammar schools of such county, as they shall deem expedient for the encouragement of learning amongst the youth of such county.

Section 2.—PROGRAMME OF STUDIES IN THE GRAMMAR SCHOOLS OF UPPER CANADA.

CLASS.	I. LATIN.	II. GREEK.	III. FRENCH.	IV. ENGLISH.	V. MATHEMATICS.	VI. GEOGRAPHY AND HISTORY.	VII. PHYSICAL SCIENCE.	VIII. MISCELLANEOUS.
FIRST OR LOWEST	Arnold's First and Second Latin Book. Latin Grammar. Cornelius Nepos	None.	None.	English Grammar and Composition. Reading, and Sullivan's Spelling-Book superseded.	Arithmetic. Algebra (first four rules.)	Outlines of Geography and General History.	None.	Writing. Drawing. Vocal Music.
	Latin Grammar and Exercises. Caesar's Commentaries.	Arnold's First Greek Book.	None.	Grammar (continued.) Etymology of Words and Verification. Art of Reading (National series) and Sullivan's Dictionary of Derivations.	Practical Arithmetic. Algebra (simple equations.)	Outlines of Ancient Geography. History of Rome. History of Great Britain and Ireland.	Elements of Natural History, as far as contained in the 3rd and 4th National Readers.	Writing. Drawing. Vocal Music.
SECOND	Ovid and Virgil. Latin Prosody and Exercises.	Greek Grammar and Exercises. Xenophon's Anabasis.	Elements of French Grammar to end of Irregular Verbs, with Exercises. Oral and Written Translations.	Elementary Principles of Rhetoric and Logic. Art of Reading & Fifth Book (National series.)	Commercial Arithmetic. Algebra (quadratics.) Euclid, Bb. I. II.	Ancient Geography. Roman Antiquities. History of Greece.	Elements of Natural Philosophy and Geology, as contained in the 5th National Reader.	Drawing. Vocal Music.
FOURTH	Virgil & Cicero. Exercises and Composition in Prose and Verse.	Homer's Iliad. Greek Testament. Lucian. Greek Prosody and Exercises.	Rules on the use of the Pronouns and Participles, with Exercises. Oral and Written Translations.	Christian Morals and Evidences. Reading in Sullivan's Literary Class Book.	Algebra. Euclid, Bb. III. IV. definitions of B. V. and B. VI.	Ancient and Medieval Geography. Grecian Antiquities. History of France. History of Canada.	Physiology, the 6th National Reader. Elements of Chemistry.	Drawing. Book Keeping. Vocal Music.
	Horace. Composition in Prose and Verse. Previous subjects reviewed.	Homer's Odyssey. Greek Prosody. Previous subjects reviewed.	Syntax & Idioms. Composition. Oral and Written Translations. Fénelon.—Dialogues des Mortes. Molière, — Les Fourberies de Scapin.	Outlines of English Literature. Composition. Elements of Civil Polity, Political Economy, (Fifth Reader.) Previous subjects reviewed.	Elements of Plane Trigonometry. Mensuration and Surveying. Previous subjects reviewed.	Outlines of Egyptian History to the death of Cleopatra. History of Spain and Portugal, in the reign of Ferdinand and Isabella. Previous subjects reviewed.	Previous subjects reviewed.	Drawing. Vocal Music.
FIFTH								

Explanatory Memoranda to the foregoing Programme :—

1. Pupils preparing for the University, are *required* to study those subjects only which will qualify them for matriculation.*
2. Any pupil studying the English branches alone, may have an option as to the particular subjects of his study ; but he may not, without the special permission of the head master, select any subject not included amongst those prescribed for the class in which he has been placed on examination.
3. The pupils shall be arranged in classes, corresponding to their respective degrees of proficiency. There may be two or more divisions in each class ; and each pupil shall be advanced from one class or division to another, according to attainments in scholarship, and no faster.
4. Drawing includes linear, map, geometrical, and ornamental drawing.
5. Instructions shall be given to each pupil in penmanship, as long as the Head master shall think it necessary.
6. It is recommended that the elements of vocal music shall form part of the course of instruction for all pupils capable of learning to sing.

Section 3.—OPENING AND CLOSING EXERCISES OF EACH DAY.

The arrangements for the daily religious exercises of each grammar school shall be left to the judgment of the board of trustees.†

Section 4.—DUTIES OF THE HEAD MASTER AND TEACHERS.

1. Each head master and teacher of a grammar school shall punctually observe the hours for opening and dismissing the school ; shall, during school hours, faithfully devote himself to the public service ; shall see that the exercises of the school be opened and closed each morning and evening, as stated in the preceding section ; shall daily exert his best endeavors, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian religion, especially those virtues of piety, truth, patriotism, and humanity, which are the basis of law and freedom, and the cement and ornament of society.
2. Every head master shall keep the daily, weekly, and quarterly register of his school, according to the forms and instructions authorised by law. The head master of every senior county grammar school shall also make the observations and keep the Meteorological Journal required by the 16th section of the Grammar School Act, 16 Vict., chap. 186 ; in addition to which, every head master shall keep, and cause to be kept, a class register, in which are to be noted the class exercises of each pupil, so as to exhibit a view of the advancement and standing of such pupil in each subject of his studies. The head master shall also prepare the annual and semi-annual returns of his school required according to law.

* See the subjects on page 314.

† The trustees can avail themselves of the recommendation on this subject, and the forms provided, by the Council of Public Instruction for Upper Canada, in regard to Common Schools. See Common School Regulations, published in the Appendix to this Report.

3. The head master shall practise such discipline in his school as would be exercised by a judicious parent in his family ; avoiding corporal punishment, except when it shall appear to him to be imperatively required ; and in all such cases he shall keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when the said record shall be destroyed.

4. For gross misconduct, or a violent or wilful opposition to his authority, the head master may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the chairman of the board of trustees. But no boy shall be expelled without the authority of the Board of Trustees.

5. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the head master, with the approbation of the board of trustees, to suspend or expel such pupil from the school. But any pupil under this public censure, who shall express to the head master his regret for such course of conduct, as openly and explicitly as the case may require, shall, with the approbation of the board and head master, be re-admitted to the school.

6. The trustees having made such provisions relative to the school-house and its appendages, as are required by the second clause of the 11th section of the Grammar School Act, 16 Vict., chap. 186, it shall be the duty of the head master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness, of the school-house. He shall also prescribe such rules for the use of the yard and out-buildings connected with the school-house as will ensure their being kept in a neat and proper condition, and he shall be held responsible for any want of neatness and cleanliness about the premises.

7. Care shall be taken to have the school-house ready for the reception of pupils at least *fifteen minutes* before the time prescribed for opening the school, in order to offer shelter to those that may arrive before the appointed hour.

Section 5.—DUTIES OF PUPILS.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the head master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness, or some pressing emergency ; and then the head master's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the head master, forfeits his standing in his class, and his right to attend the school for the term.

5. No pupil shall be allowed to remain in the school unless he is furnished with the books and requisites required to be used by him in the school ; but in case of a pupil being in danger of losing the advantages of the school, by reason of his inability to obtain the necessary books or requisites, through the poverty of his parent or guardian, the board of trustees have power to procure and supply such pupil with the books and requisites needed.

6. The tuition fees, as fixed by the board of trustees, whether monthly or quarterly, shall be payable in advance ; and no pupil shall have a right to enter or continue in the school or class until he shall have paid the appointed fee.

Section 6.—TERMS, VACATIONS, DAILY EXERCISES, AND HOLIDAYS.*

1. There shall be four terms each year, to be designated the winter, spring, summer, and autumn terms. The winter term shall begin the 7th January, and end the Tuesday next before Easter, the spring term shall begin the Wednesday after Easter, and close the last Friday in June ; the summer term shall begin the second Monday in August, and end the Friday next before the 15th October ; the autumn term shall begin the Monday following the close of the summer term, and shall end the 22nd December.

2. The exercises of the day shall not commence later than nine o'clock, a. m. and shall not exceed six hours in duration, exclusive of all the time allowed a noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours for daily teaching may be determined upon in any grammar school, at the option of the board of trustees

3. Every Saturday shall be a holiday ; or, if preferred by the board of trustees and head master of any grammar school, the afternoons of Wednesday and Saturday in each week shall be half holidays. All days declared by law to be public holidays, shall be holidays in each grammar school.

4. The public half-yearly examinations required to be held in each grammar school, by the 5th clause of the 11th section of Act, 16 Vict., chap. 186, shall take place, the one immediately before the Christmas holidays, and the other immediately before the summer vacation.

Adopted by the Council of Public Instruction for Upper Canada, on the 26th day of December, 1854.

Approved by the Governor General in Council, as intimated to the Chief Superintendent of Education, on the 15th day of February, 1855.

* 1. This regulation applies to union grammar and common schools, as the law provides for the union of common schools with grammar schools, not the union of the latter with the former. In all cases, therefore, in which common schools are united with the grammar schools, the union schools are subjected to the regulations which are here prescribed in respect to grammar schools.

2. It should be observed that the several clauses of the *eleventh* section of the grammar school Act empower boards of trustees to prescribe any duties, or make any regulations, in connection with their respective schools, which are not provided for by, or are not inconsistent with, the general regulations prescribed by the Council of Public Instruction, and approved by the Governor in Council.

No. II. Programme for the Examination of Candidates for Masterships of County Grammar Schools.

Candidates for masterships of county grammar schools shall be examined as to their knowledge of, and ability to teach, the subjects, and books, or portions of books in which the senate of the University of Toronto requires candidates to be examined for honors and scholarships at matriculation in that institution, as contemplated by the 5th section of the grammar schools amendment Act, 16 Victoria, chap. 186. Which subjects of examination are as follows:

GREEK AND LATIN LANGUAGES.

Homer, Iliad.....B. I.	Cæsar, de bello Gallico,....Bb. V. and VI.
Lucian, Vita, and Charon	Virgil, Æneid.....B. II.

Translation from English into Latin Prose.

Additional for Honors and Scholarships.

Homer, Iliad.....B. VI.	Horace, Odes.....Bb. I.
Homer, Odyssey...B. IX.	Virgil, Æneid,.....Bb. I and III.

Lucian, Menippus, et Timon.
Translation from English into Latin verse.

MATHEMATICS.

Algebra and Arithmetic.

Ordinary rules of Arithmetic,
Vulgar and Decimal Fractions,
Extraction of Square Root,
First four rules of Algebra.

Geometry.

Euclid, B. I.

Additional for Honors and Scholarships.

Algebra.

Proportion and Progression,
Simple and Quadratic Equations.

Geometry.

Euclid, Bb. II. III. and IV.

ELEMENTS OF NATURAL PHILOSOPHY.*

Mechanics.

Explain the composition and resolution of statical forces.
Describe the simple machines (mechanical powers.)

* Only a popular knowledge of these subjects is required.

Define the centre of Gravity.

Give the general laws of motion, and describe the chief experiments by which they may be illustrated.

State the law of the motion of falling bodies.

Hydrostatics, Hydraulics, and Pneumatics.

Explain the pressure of liquids and gases; its equal diffusion, and variation with the depth.

Define specific gravity, and shew how the specific gravity of bodies may be ascertained.

Describe and explain the barometer, the siphon, the common pump and forcing-pump, and the air-pump.

Acoustics.

Describe the nature of sound.

Optics.

State the laws of reflection and refraction.

Explain the formation of images by simple lenses.

Astronomy.

Motion of the earth round its axis and round the sun; with applications of these motions to explain the apparent movement of the sun and stars, the length of days and the change of seasons—explanation of eclipses and the moon's phases.

ELEMENTS OF CHEMISTRY.*

Properties of matter, aggregation, crystallization, chemical affinity, definite equivalents.

Combustion, flame; nature of ordinary fuel; chief results of combustion—*i. e.*, the bodies produced.

Heat; natural and artificial sources; its effects. Expansion; solids, liquids, gases. Thermometer; conduction; radiation; capacity; change of form; liquefaction; steam.

The Atmosphere; its general nature and condition; its component parts. Oxygen and nitrogen; their properties. Water and carbonic acid. Proportions of these substances in the air.

Chlorine and iodine, as compared with oxygen.

Water; its general relation to the atmosphere and earth; its natural states and degree of purity. Sea water, river water, spring water, rain water. Pure water: effects of heat and cold on it; its compound nature; its elements.

Hydrogen; its proportion in water, its chemical and physical properties.

Sulphur, phosphorus, and carbon generally.

Nitric acid, sulphuric acid, carbonic acid, hydrochloric acid: their properties and uses.

Alkalies, earths, oxides generally.

* Only a popular knowledge of these subjects is required.

Salts: their nature generally. Sulphates, nitrates, carbonates.

Metals generally—iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.

The chief proximate elements of vegetable and animal bodies; their ultimate composition.

MODERN LANGUAGES.

English.

Grammar and Composition.

French.

Grammar, and translation from French into English.

Additional for Honors and Scholarships.

English.

Rendering of English verse into prose.

Composition.

French.

Fenelon, Dialogues des Morts,
Molière, les Fourberies de Scapin.

HISTORY AND GEOGRAPHY.

Outlines of English History to present time.

“ Roman “ to death of Nero.

“ Grecian “ to death of Alexander.

“ Ancient and Modern Geography.

Additional for Honors and Scholarships.

Egyptian History to death of Cleopatra.

History of Spain and Portugal in the reign of Ferdinand and Isabella.

Note.—The Committee of Examiners of Candidates for Masterships of County Grammar Schools in Upper Canada, hold their examinations quarterly, in the Normal School Buildings, Toronto,—commencing on the first Monday of January, April, July, and October, in each year. Candidates are required to send in their names to the Chairman of the Committee, at least one week previous to the day of Examination.

Appendix E.

THE COMMON SCHOOLS OF UPPER CANADA.

No. 1. Programme for the Examination and Classification of Teachers of Common Schools, by the County Boards, prescribed by the Council of Public Instruction for Upper Canada.

To be in full force until repealed or revised by the Council.

N. B.—Candidates are not eligible to be admitted to examination, until they shall have furnished the examiners with satisfactory evidence of their strictly temperate habits and good moral character.

QUALIFICATIONS OF THIRD CLASS TEACHERS.

Candidates for certificates as third class teachers, are required :

1. To be able to read intelligibly and correctly any passage from any common reading book.

2. To be able to spell correctly the words of an ordinary sentence dictated by the examiners.

3. To be able to write a plain hand.

4 To be able to work readily, questions in the simple and compound rules of arithmetic, and in reduction and proportion, and to be familiar with the principles on which these rules depend.

5. To know the elements of English grammar, and to be able to parse any easy sentence in prose.

6. To be acquainted with the elements of geography, and the general outlines of the globe.

7. To have some knowledge of school organization and the classification of pupils.

8. In regard to teachers of French or German, a knowledge of the French or German grammar may be substituted for a knowledge of the English grammar : and the certificates to the teachers expressly limited accordingly.

QUALIFICATIONS OF SECOND CLASS TEACHERS.

Candidates for certificates as second class teachers, in addition to what is required of candidates for third class certificates, are required :

1. To be able to read with ease, intelligence and expression, and to be familiar with the principles of reading and pronunciation.

2. To write a bold free hand, and to be acquainted with the rules of teaching writing.

3. To know fractions, involution, evolution, and commercial and mental arithmetic.

[Female candidates for this class of certificates will only be examined in practice and mental arithmetic.]

4. To be acquainted with the elements of book-keeping.

5. To know the common rules of orthography, and to be able to parse any sentence in prose or poetry which may be submitted; to write grammatically, with correct spelling and punctuation, the substance of any passages which may be read, or any topics which may be suggested.

6. To be familiar with the elements of mathematical, physical, and civil or political geography, as contained in any school geography.

QUALIFICATIONS OF FIRST CLASS TEACHERS.

Candidates for certificates as first class teachers, in addition to what is required of candidates for third and second class certificates, are required :

1. To be acquainted with the rules for the mensuration of superficies and solids and the elements of land surveying.

2. To be familiar with the simple rules of algebra, and to be able to solve problems in simple and quadratic equations.

3. To know the first four books of Euclid.

4. To be familiar with the elements and outlines of general history.

5. To have some acquaintance with the elements of vegetable and animal physiology, and natural philosophy, as far as taught in the fifth book of national readers.

6. To understand the proper organization and management of schools, and the improved method of teaching.

N.B.—Female candidates for first class certificates will not be examined in the subjects mentioned in the first three paragraphs under this head.

EDUCATION OFFICE, Toronto,

Adopted the 3rd day of October, 1850.

No. 2.—General Regulations for the Organization, Government and Discipline of Common Schools in Upper Canada.

Adopted after mature consideration, by the Council of Public Instruction, as authorized by the Act 13th and 14th Victoria, chapter 48, Section 48.

1. HOURS OF DAILY TEACHING, HOLIDAYS AND VACATIONS.

1. The hours of teaching each day shall not exceed six, exclusive of all the time allowed at noon for recreation. Nevertheless, a less number of hours for daily teaching may be determined upon in any school, at the option of the trustees.

2. Every alternate Saturday shall be a holiday in each school.

3. There shall be three vacations during each year; the first, eight days, at Easter; the second, the first two weeks in August; the third, eight days, at Christmas.

4. All agreements between trustees and teachers shall be subject to the foregoing regulations; and no teacher shall be deprived of any part of his salary on account of observing allowed holidays and vacations.

N.B.—Union grammar and common schools are subject to the regulations affecting grammar schools.

2. RELIGIOUS AND MORAL INSTRUCTION.

As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. The common school act of 1850, fourteenth section, securing individual rights, as well as recognizing Christianity, provides, "That in any model or common school established under this Act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians: Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law."

In the section of the Act thus quoted, the principle of religious instruction in the schools is recognized, the restrictions within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured, without any interposition from trustees, superintendents, or the government itself. Therefore, it shall be a matter of mutual arrangement between the teacher and the parent or guardian of each pupil, as to whether the teacher shall hear such pupil recite from the catechism, or other summary of religious doctrine and duty of the persuasion of such parent or guardian.

The common school being a *day*, and not a *boarding* school, rules arising from domestic relations and duties are not required; and as the pupils are under the care of their parents and guardians on sabbaths, no regulations are called for in respect to their attendance at public worship.

The following regulations in regard to the "opening and closing exercises of the day," the "duties of masters and teachers," and the "duties of pupils," have been adopted by the Council, and apply to all common schools in Upper Canada.

3. OPENING AND CLOSING EXERCISES OF EACH DAY.

1. With a view to secure the Divine blessing, and impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommend that the daily exercises of each common school be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer, alone, or the Forms of Prayer hereto annexed, may be used, or any other prayer preferred by the trustees and teacher of each school. But the Lord's Prayer should form a part of the opening exercises; and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil shall be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the teacher of the school.

FORMS OF PRAYER.

Before entering upon the business of the Day.

Let us Pray.

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power; and grant that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance, to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the fountain of all wisdom, enlighten, we beseech Thee, our understandings by thy Holy Spirit, and grant, that whilst with all diligence and sincerity we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation; that so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven, hallowed be thy name, thy kingdom come, Thy will be done on earth, as it is in Heaven; Give us this day our daily bread; And forgive us our trespasses, as we forgive them that trespass against us; And lead us not into temptation; But deliver us from evil; For Thine is the kingdom, the power, and the glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

At the Close of the Business of the Day.

Let us Pray.

Most Merciful God, we yield Thee our humble and hearty thanks, for Thy Fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning; we pray Thee to imprint upon our

minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare ; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be thereby prepared to enter on the duties of the morrow, with renewed vigor, both of body and mind ; and preserve us, we beseech Thee, now and ever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord ; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thy only Son, our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed be Thy name, Thy kingdom come, Thy will be done on Earth as it is in Heaven ; Give us this day our daily bread ; and forgive us our trespasses, as we forgive them that trespass against us ; And lead us not into temptation ; But deliver us from evil ; For Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

4. DUTIES OF TEACHERS.

The sixteenth section of the School Act prescribes, in explicit and comprehensive terms, the duties of teachers ; and no teacher can legally claim his salary, who disregards the requirement of the law. Among other things, the act requires each teacher to "maintain proper order and discipline in his school, according to the forms and regulations which shall be provided according to law." The law makes it the duty of the *Chief Superintendent of Education* to provide the forms ; and the *Council of Public Instruction* prescribe the following regulations for the guidance of teachers in the conduct and discipline of their schools :

It shall be the duty of each teacher of a common school :—

1. To receive courteously the visitors appointed by law, and to afford them every facility for inspecting the books used, and to examine into the state of the school ; to have the visitors' book open, that the visitors may, if they choose, enter remarks in it. The frequency of visits to the school by intelligent persons, animates the pupils, and greatly aids the faithful teacher.

2. To keep the registers accurately and neatly, according to the prescribed forms ; which is the more important under the present school act, as the 31st section of it authorizes the distribution of the local school fund according to the average attendance of pupils attending each school.

3. To classify the children according to the books used ; to study those books himself ; and to teach according to the improved method recommended in their prefaces.

4. To observe himself, and to impress upon the minds of the pupils, the great rule of regularity and order,—A TIME AND A PLACE FOR EVERYTHING, AND EVERYTHING IN ITS PROPER TIME AND PLACE.

5. To promote, both by precept and example, **CLEANLINESS, NEATNESS, and DECENCY.** To effect this, the teacher should set an example of cleanliness and neatness in his own person, and in the state and general appearance of the school. He should also satisfy himself by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned and when necessary mended. The school apartments, too, should be swept and dusted every evening.

6. To pay the strictest attention to the moral and general conduct of his pupils, and to omit no opportunity of inculcating the principles of **TRUTH AND HONESTY**; the duties of respect to superiors, and obedience to all persons placed in authority over them.

7. To evince a regard for the improvement and general welfare of his pupils, to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

8. To cultivate kindly and affectionate feelings among his pupils; to discountenance quarreling, cruelty to animals, and every approach to vice.

9. Punctually to observe the hours for opening and dismissing the school; during the school hours, faithfully to devote himself to the public service; to see that the exercises of the school be opened and closed each morning and evening as stated in the preceding part of this section; and daily to exert his best endeavors, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian religion, especially those virtues of piety, truth, patriotism and humanity, which are the basis of law and freedom, and the cement and ornament of society.

10. To practice such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively required; and in such cases, he shall keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when said record shall be destroyed.

11. For gross misconduct, or a violent or wilful opposition to his authority, the teacher may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and reason of it, and communicating the same to the trustees, through the chairman or secretary. But no pupil shall be expelled without the authority of the trustees.

12. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the teacher, with the approbation of the trustees, to expel such pupil from the school. But any pupil under the public censure, who shall express to the teacher his regret for such course of conduct, as openly and as explicitly as the case may require, shall with the approbation of the trustees and teacher, be re-admitted to the school.

13. The trustees having made such provisions relative to the school-house and its appendages, as are required by the fourth clause of the twelfth section of the

Common School Act, 13th and 14th Vict., cap. 48, it shall be the duty of the teacher to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school-house ; he shall also prescribe such rules for the use of the yard and out-buildings connected with the school-house, as will insure their being kept in a neat and proper condition ; and he shall be held responsible for any want of neatness and cleanliness about the premises.

14. Care shall be taken to have the school-house ready for the reception of pupils at least *fifteen* minutes before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

5. DUTIES OF PUPILS.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness or some pressing emergency ; and then the teacher's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the teacher, forfeits his standing in his class and his right to attend the school for the remainder of the quarter.

5. No pupil shall be allowed to remain in the school, unless he is furnished with the books and requisites required to be used by him in the school ; but in case of a pupil being in danger of losing the advantages of the school by reason of his inability to obtain the necessary books or requisites through the poverty of his parent or guardian, the trustees have power to procure and supply such pupils with the books and requisites needed.

6. The tuition fees, as fixed by the trustees, whether monthly or quarterly, shall be payable in advance ; and no pupil shall have a right to enter or continue in the school until he shall have paid the appointed fee.

6. DUTIES OF TRUSTEES.

1. The full and explicit manner in which the duties of trustees are enumerated and stated in the school act, renders it unnecessary to do more, in this place, than make some expository remarks on the nature of the general duties of trustees, and the relations subsisting between them and the teachers whom they employ. The law invests trustees with most important functions ; they are a corporation, and as such, the ownership and control of the school site, school-house, and all the property attached thereto, are vested in them ; they are to provide and furnish the school-house and premises, and apparatus and text-books for the school ; and they alone have authority to employ the teacher. Their duties are, therefore, of the greatest importance, and they should be well understood.

2. While the trustees employ the teacher—agree with him as to the period during which he shall teach, and the amount of his remuneration—the *mode of teaching* is at the option of the teacher; and the local superintendent and visitors alone have a right to advise him on the subject. The teacher is not a mere machine, and no trustee or parent should attempt to reduce him to that position. His character and his interest alike prompt him to make his instruction as efficient and popular as possible; and if he does not give satisfaction, he can be dismissed according to the terms of his agreement with his employers. To interfere with him, and deprive him of his discretion as a teacher, and then to dismiss him for inefficiency, which is the natural and usual result, is to inflict upon him a double wrong, and frequently injures the pupils themselves, and all parties concerned. It should then be distinctly understood, as essential to the teacher's character, position and success, that he judge for himself as to the mode of teaching in his school, including, of course, the classification of pupils, as well as the manner of instructing them. It is, nevertheless, the duty of the trustees to see that the school is conducted according to the regulations authorized by law.

3. It is therefore important that trustees should select a competent teacher. *The best teacher is always the cheapest.* He teaches most, and inculcates the best habits of learning and mental development, in a given time; and time and proper habits are worth more than money, both to pupils and their parents. Trustees who pay a teacher fairly and punctually, and treat him properly, will seldom want a good teacher. To employ an incompetent person, because he offers his incompetent service for a small sum, is a waste of money, and a mockery and injury of the youth of the neighbourhood. We entirely concur with the *National Board of Education in Ireland*, in the following estimate of the qualities of a good teacher:

“A teacher should be a person of Christian sentiment, of calm temper, and discretion; he should be imbued with the spirit of peace, of obedience to the law, and of loyalty to his Sovereign; he should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and giving to the power, which education confers, an useful direction. These are the qualities for which patrons [or trustees] of schools, when making choice of a teacher, should anxiously look.”

4. Trustees will always find it the best economy to have a commodious school-house, kept comfortable, and properly furnished. It is as difficult for pupils to learn, as it is for the master to teach, in an unfurnished and comfortless school-house.

5. In the selection of books to be used in the school, from the general list authorized according to law, p. 46, the Trustees should see that but *one* series of reading books, *one* arithmetic, or one for the beginners and another for the more advanced pupils, *one* geography, &c., should be used in any *one* school, in order that the scholars may be classified in the several branches which they are studying. Heterogeneous school books (however good each book may be in itself) render classification impossible, increase the labour and waste the time of the teacher, and retard the progress of the pupils. But the teacher and pupils labour at the greatest disadvantage, when they are compelled to use books which are as various as the scholars' names.

7. DUTIES OF SCHOOL VISITORS.

The *thirty-second* section of the school act of 1850, provides that all Clergymen recognized by law of whatever denomination, Judges, Members of the Legislature, Magistrates, Members of County Councils, and Aldermen, shall be school visitors; and the *thirty-third* section of the Act prescribes their lawful duties.

2. The parties thus authorized to act as visitors, have it in their own power to exert an immense influence in elevating the character and promoting the efficiency of the schools, by identifying themselves with them, by visiting them, encouraging the pupils, aiding and counselling teachers, and impressing upon parents their interests and duties in the education of their offspring. In visiting schools, however, visitors should, in no instance, speak disparagingly of the instructions or management of the teacher in the presence of the pupils; but if they think it necessary to give any advice to the teacher, they should do it privately. They are also desired to communicate to the local or chief superintendent anything which they shall think important to the interests of any school visited by them. The law recommends visitors, "*especially to attend the Quarterly Examinations of the Schools.*" It is hoped that all visitors will feel it both a duty and a privilege to aid, on such occasions, by their presence and influence. While it is competent to a visitor to engage in any exercises which shall not be objected to by the authorities of the school, it is expected that no visitor will introduce, on any such occasion, anything calculated to wound or give offence to the feelings of any class of his fellow christians.

3. The local superintendents are school visitors, by virtue of their office, and their comprehensive duties, as such, are stated with sufficient minuteness in the 3rd clause of the 31st section of the school act. While each local superintendent makes the careful inquiries and examinations required by law, and gives privately to the teacher and trustees such advice as he may deem expedient, and such counsel and encouragement to the pupils, as circumstances may suggest, he will exhibit a courteous and conciliatory conduct towards all persons with whom he is to communicate, and pursue such a line of conduct as will tend to uphold the just influence and authority, both of trustees and teachers.

4. Too strong a recommendation cannot be given to the establishment of circulating libraries in the various townships and school sections. A township library, with an auxiliary in each school section, might, by means of a comparatively small sum, supply popular and useful reading for the young people of the whole township. It is submitted to the serious attention of all school visitors, as well as trustees, and other friends of the diffusion of useful knowledge—See Departmental Notices.

Appendix F.

THE FREE PUBLIC LIBRARIES OF UPPER CANADA.

No. 1. General principles on which Books have been selected for the Public School Libraries in Upper Canada; extracted from the Minutes of the Council of Public Instruction, dated the 2nd August, 1853.

The council of public instruction for Upper Canada deems it proper to state its principles of proceeding in performing the important and responsible task of selecting books for these public school libraries.

1. The council regards it as imperative, that no work of a licentious, vicious, or immoral tendency; and no works hostile to the Christian religion, should be admitted into the libraries.

2. Nor is it, in the opinion of the council, compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy; although it would not be desirable to exclude all historical and other works, in which such topics are referred to and discussed; and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

3. In regard to books on ecclesiastical history, the council agrees in a selection from the most approved works on each side.

4. With these exceptions, and within these limitations, it is the opinion of the council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading, in the various departments of human knowledge—leaving each municipality to consult its own taste and exercise its own discretion in selecting books from the general catalogue.

5. The including of any books in the general catalogue, is not to be understood as the expression of any opinion by the council, in regard to any sentiments nculcated or combatted in such books, but merely as an acquiescence on the part of the council in the purchase of such books, by any municipality, should it think proper to do so.

6. The general catalogue of books for public school libraries, may be modified and enlarged from year to year, as circumstances may suggest, and as suitable new works of value may appear.

No. 2. Remarks by the Chief Superintendent of Education.

In addition to the recognition of these principles, the Chief Superintendent has deemed it essential, in a national system of public school libraries, to provide for the accomplishment of the following objects:—

1. The prevention of the expenditure of any part of the library fund in the purchase and circulation of books having a tendency to subvert public morals, or vitiate the public taste.
2. The protection of local parties against imposition, by interested itinerant book venders, in regard to both the prices and character of books introduced into their libraries.
3. The placing of the remotest municipalities upon an equal footing with those adjoining the metropolis, in regard to the terms and facilities of procuring books, with the single exception of their transmission—which is now becoming safe and easy to all parts of Upper Canada.
4. The selection, procuring, and rendering equally acceptable to all the school municipalities of the land, a large variety of attractive and instructive reading books, and that upon the most economical and advantageous terms.
5. The removal of all restrictions upon local exertion, either as to the sums raised or the manner of raising them, whether in a school section, or township, or county, and the encouragement of such exertions, by proportioning, in all cases, the amount of public aid to the amount raised by local effort.

No. 3. Departmental Notice on the Apportionment of the Legislative Grant for Public School Libraries and Maps and Apparatus.

TO MUNICIPAL AND SCHOOL CORPORATIONS IN UPPER CANADA.

1. Until further notice, the Chief Superintendent of Education will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by municipal councils and school corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the general and supplementary catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books, without their number and department (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be on a distinct sheet of paper from the letter.

2. The Legislature having granted annually, from the commencement of 1855, a sufficient sum of money to enable the Department to supply maps and apparatus (not text-books) to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities the

The Free Public Libraries of Upper Canada.

Chief Superintendent of Education will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department; and to forward maps, apparatus, charts, and diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Trustees. A selection of articles to be sent can always be made by the Department, when so desired.

The Form of Application should be as follows :

SIR,—The Trustees [*or Municipality*] of _____, being anxious to supply the Section (*or Township*) with suitable school requisites, [*or library books,*] hereby make application for the [*maps, or books, &c.,*] enumerated in the accompanying list, in terms of the Departmental notice, relating to maps and apparatus, [*or library books.*] The [*maps or library books*] selected are, *bonâ fide*, for the use of the school [*or municipality :*] and they hereby pledge themselves and their successors in office, not to dispose of them, nor permit them to be disposed of to any private party or for any private purpose whatsoever; but that they shall be appropriated exclusively to the use of the school, [*or municipality.*] in terms of the Regulations granting one hundred per cent. on the present remittance.

In testimony whereof the Trustees [*Reeve or Clerk*] of the
above mentioned hereto affix their names and seal of office this _____ day
of _____, 185____, at _____.

[*Name.*] [Seal.]

We hereby authorize _____ to procure for us the above mentioned,
in terms of the foregoing application.

[*Name of Trustees, &c.*]

TO THE CHIEF SUPERINTENDENT OF EDUCATION, TORONTO.

NOTE.—A Corporate Seal must be affixed to the foregoing application, otherwise it is of no legal value. Text-books cannot be furnished on the terms mentioned above. They must be paid for in full at the net catalogue price. The 100 per cent. will not be allowed on any sum less than \$5, which must be remitted in one sum for either library books, or maps and apparatus.

Appendix G.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT OF UPPER CANADA FOR
THE YEAR 1856.

1. COUNTY OF GLENGARRY.				7. COUNTY OF GRENVILLE.			
TOWNSHIPS.	SCHOOL POPU- LATION.	RATE.	APPORTION- MENT.	TOWNSHIPS.	SCHOOL POPU- LATION.	RATE.	APPORTION- MENT.
			£ s. d.				£ s. d.
Charlottenburgh.....	1,518	@ 37 cts.	140 8 3	Augusta.....	1,693	@ 37 cts.	156 12 1
Kenyon.....	1,329	..	122 18 8	Edwardsburgh.....	1,309	..	121 1 8
Lancaster.....	1,207	..	111 12 10	Gower, South.....	249	..	23 0 8
Lochiel.....	1,587	..	146 15 11	Oxford.....	1,600	..	148 0 0
	5,641		521 15 9	Wolford.....	979	..	90 11 1
					5,830		539 5 6
2. COUNTY OF STORMONT.				8. COUNTY OF LEEDS.			
Cornwall.....	1,472	..	136 3 1	Bastard.....	1,306	..	120 16 0
Finch.....	392	..	36 5 3	Burgess, South.....			
Osnabruck.....	1,470	..	1 5 19 6	Crosby, North.....	531	..	49 2 4
Roxborough.....	743	..	68 14 7	Crosby, South.....	439	..	40 12 2
	4,077		377 2 5	Elizabethtown.....	1,602	..	148 3 3
3. COUNTY OF DUNDAS.				Elmsley, South.....	299	..	37 13 2
Matilda.....	1,221	..	112 18 9	Kitley.....	1,188	..	109 17 9
Mountain.....	1,004	..	92 17 4	Leeds & Lansdown front	1,110	..	102 13 6
Williamsburgh.....	1,365	..	126 5 4	Leeds & Lansdown rear	544	..	50 6 5
Winchester.....	958	..	88 12 4	Yonge & Escott, front..	864	..	79 18 5
	4,548		420 13 9	Yonge & Escott, rear..	580	..	53 13 0
					8,463		782 16 5
4. COUNTY OF PRESCOTT.				9. COUNTY OF LANARK.			
Alfred.....	300	..	27 15 0	Bathurst.....	786	..	72 14 0
Caledonia.....	295	..	27 5 9	Beckwith.....	826	..	76 8 2
Hawkesbury, East....	980	..	90 18 0	Burgess, North.....	360	..	33 6 0
Hawkesbury, West....	753	..	69 9 4	Dalhousie and Lavant.	369	..	34 2 9
Longueuil.....	491	..	45 8 4	Darling.....	193	..	17 17 1
Plantagenet, North....	534	..	49 7 10	Drummond.....	568	..	52 10 9
Plantagenet, South....	292	..	27 0 2	Elmsley, North.....	475	..	43 18 9
	3,643		336 19 5	Lanark.....	641	..	59 5 3
5. COUNTY OF RUSSELL.				Montague.....	979	..	90 11 2
Cambridge & Russell.	500	..	46 5 0	Packenham.....	611	..	56 10 4
Clarence.....	149	..	13 15 8	Ramsay.....	1,052	..	97 6 2
Cumberland.....	547	..	50 11 10	Sherbrooke, North....	70	..	6 9 6
	1,196		110 12 6	Sherbrooke, South....	233	..	21 11 1
					7,163		662 11 5
6. COUNTY OF CARLETON.				10. COUNTY OF RENFREW.			
Fitzroy.....	739	..	68 7 1	Adamston.....	345	..	31 18 3
Gloucester.....	1,064	..	98 8 5	Bagot and Blithfield...	246	..	22 15 2
Goulbourn.....	908	..	83 19 11	Bromley.....	260	..	24 1 0
Gower, North.....	566	..	52 7 2	Brougham.....	180	..	16 13 0
Huntley.....	708	..	65 9 9	Grattan.....	185	..	17 2 3
March.....	147	..	13 11 11	Horton.....	232	..	21 9 3
Marlborough.....	766	..	70 17 0	McNab.....	504	..	46 12 4
Nepean.....	1,210	..	111 18 6	Pembroke and Stafford.	268	..	24 15 10
Osgood.....	1,200	..	111 0 0	Ross.....	300	..	27 15 0
Torbolton.....	170	..	15 14 6	Westmeath.....	245	..	22 13 3
	7,478		691 14 3	Wilberforce.....	211	..	19 10 3
					2,976		275 5 7

11. COUNTY OF FRONTENAC.				DURHAM—(Continued.)			
TOWNSHIPS.	SCHOOL POPU- LATION	RATE.	APPORTION- MENT.	TOWNSHIPS.	SCHOOL POPU- LATION.	RATE.	APPORTION- MENT.
			£ s. d.				£ s. d.
Bedford	285	@ 37 cts.	26 7 3	Clarke	2,033	@ 37 cts.	188 1 1
Kingston	1,365	..	126 5 3	Darlington	1,988	..	183 17 9
Loughborough	608	..	56 4 10	Hope	1,409	..	130 6 8
Pittsburgh and Howe Island	1,088	..	100 12 9	Manvers	942	..	87 2 9
Portland and Hinchin- brooke	707	..	65 7 11		8,195		753 0 9
Storrington	577	..	53 7 5				
Wolfe Island	792	..	73 5 2				
	5,422		501 10 7				
12. COUNTY OF ADDINGTON.				18. COUNTY OF PETERBOROUGH.			
Amherst Island	329	..	30 8 7	Asphodel	620	..	57 7 0
Camden, East	1,926	..	178 3 1	Belmont & Methuen ..	114	..	19 10 11
Ernestown	1,324	..	122 9 5	Douro	720	..	66 12 0
Sheffield	725	..	67 1 3	Dummer & Burleigh ..	595	..	55 0 9
	4,804		398 2 4	Ennismore	240	..	22 4 0
13. COUNTY OF LENNOX.				Monaghan, North	291	..	26 18 4
Adolphustown	170	..	15 14 6	Otonabee	1,136	..	105 1 7
Fredericksburgh	883	..	81 13 6	Smith and Harvey	716	..	66 4 6
Richmond	888	..	82 2 9		4,432		409 19 1
	1,941		179 10 9				
14. COUNTY OF PRINCE EDWARD.				19. COUNTY OF VICTORIA.			
Ameliasburgh	818	..	75 13 4	Eldon	409	..	37 16 8
Athol	518	..	47 18 4	Emily	1,070	..	93 19 6
Hallowell	805	..	74 9 3	Fenelon	157	..	14 10 6
Hillier	978	..	90 9 4	Mariposa	1,222	..	113 0 9
Marysburgh	1,151	..	106 9 3	Ops	900	..	83 5 0
Sophiasburgh	668	..	61 15 9	Verulam	176	..	16 5 6
	4,938		456 15 3		3,934		363 17 11
15. COUNTY OF HASTINGS.				20. COUNTY OF ONTARIO.			
Hungerford	1,107	..	102 7 11	Brock	1,158	..	107 2 4
Huntingdon	595	..	55 0 9	Mara and Rama	386	..	35 14 1
Madoc, Elzevir, and Tudor	784	..	72 10 4	Pickering	2,336	..	216 1 7
Marmora	267	..	24 14 0	Reach	1,360	..	125 16 0
Rawdon	1,187	..	109 16 0	Scott	372	..	34 8 2
Sidney	1,189	..	109 19 8	Seugog Island	101	..	9 6 10
ThurLOW	1,316	..	121 14 7	Thorah	380	..	35 3 0
Tyendinaga	1,913	..	176 19 1	Uxbridge	688	..	63 12 9
	8,358		773 2 4	Whitby	1,617	..	149 11 6
16. COUNTY OF NORTHUMBERLAND.					8,398		776 16 3
Alnwick	254	..	23 9 11	21. COUNTY OF YORK.			
Brighton	1,206	..	111 11 1	Etobicoke	961	..	88 17 10
Cramahe	1,048	..	96 18 9	Georgina	305	..	28 4 3
Haldimand	1,262	..	116 14 9	Gwillimbury, North ..	364	..	33 13 5
Hamilton	1,351	..	124 19 3	Gwillimbury, East ..	1,108	..	102 9 9
Monaghan, South	391	..	36 3 4	King	2,809	..	259 16 8
Murray	931	..	86 2 4	Markham	2,398	..	221 16 4
Percy	755	..	69 16 9	Scarborough	1,433	..	132 11 1
Seymour	974	..	90 1 11	Vaughan	2,126	..	196 13 1
	8,172		755 18 1	Whitechurch	1,382	..	127 16 8
17. COUNTY OF DURHAM.				York	2,505	..	231 14 3
Cartwright	618	..	57 3 3		15,391		1,423 18 4
Cavan	1,205	..	111 9 3	22. COUNTY OF PEEL.			
				Albion	1,240	..	114 14 0
				Caledon	1,070	..	93 19 6
				Chinguacousy	2,045	..	189 3 3
				Gore of Toronto	354	..	32 14 11
				Toronto	1,781	..	164 14 10
					6,490		600 6 6

23. COUNTY OF SIMCOE.

TOWNSHIPS.	SCHOOL POPU- LATION.	RATE.	APPORTION- MENT.	£	s.	d.
Adjala	680	@ 37 cts.	62	18	0	
Essa	465	..	43	0	3	
Flos	152	..	14	1	2	
Gwillimbury, West... 1,233	..	..	114	1	1	
Innisfil	572	..	52	18	3	
Medonté	323	..	29	17	6	
Mono	873	..	80	15	1	
Mulmur	287	..	26	10	11	
Nottawasaga	854	..	78	19	11	
Orillia & Matchedash.. 250	..	..	23	2	6	
Oro	870	..	80	9	6	
Sunnidale	90	..	8	6	6	
Tay and Tiny	263	..	24	6	6	
Tecumseth	1,073	..	99	5	1	
Tossorontio	188	..	17	7	9	
Vestra	273	..	25	5	1	
	8,446		781	5	1	

24. COUNTY OF HALTON.

Esquesing	1,884	..	174	5	5	
Nassagaweya	541	..	50	0	9	
Nelson	1,209	..	111	16	8	
Trafalgar	1,835	..	169	14	9	
	5,469		505	17	7	

25. COUNTY OF WENTWORTH.

Ancaster	1,062	..	98	4	8	
Barton	300	..	27	15	0	
Beverly	1,697	..	156	19	6	
Binbrooke	460	..	42	11	0	
Flamborough, East... 920	..	..	85	2	0	
Flamborough, West... 998	..	..	92	6	4	
Glanford	506	..	46	16	1	
Saltfleet	710	..	65	13	6	
	6,653		615	8	1	

26. COUNTY OF BRANT.

Brantford.....	1,715	..	158	12	9	
Burford	1,415	..	130	17	9	
Dumfries, South	1,051	..	97	4	4	
Oakland	184	..	17	0	5	
Onondaga	560	..	51	16	0	
	4,925		455	11	3	

27. COUNTY OF LINCOLN.

Caistor	458	..	42	7	4	
Clinton	819	..	75	15	2	
Gainsborough	836	..	77	6	7	
Grantham	976	..	90	5	6	
Grimsbv	731	..	67	12	4	
Louth	512	..	47	7	2	
Niagara	573	..	53	0	2	
	4,905		453	14	3	

28. COUNTY OF WELLAND.

Bertie	849	..	78	10	6	
Crowland	556	..	51	8	6	
Humberstone	464	..	42	18	5	
Pelham	685	..	63	7	3	
Stamford	943	..	87	4	6	

WELLAND—(Continued.)

TOWNSHIPS.	SCHOOL POPU- LATION.	RATE.	APPORTION- MENT.	£	s.	d.
Thorold	772	@ 37 cts.	71	8	3	
Wainfleet	433	..	40	1	1	
Willoughby	306	..	28	6	2	
	5,008		463	4	3	

29. COUNTY OF HALDIMAND.

Canborough	360	..	33	6	0	
Cayuga, North	739	..	68	7	2	
Cayuga, South	217	..	20	1	6	
Dunn	255	..	23	11	9	
Moulton and Sherbrooke. 745	..	..	68	18	3	
Oneida	520	..	48	2	0	
Rainham	590	..	54	11	6	
Seneca	828	..	76	11	10	
Walpole	1,191	..	110	3	3	
	5,445		503	13	3	

30. COUNTY OF NORFOLK.

Charlotteville	947	..	87	12	0	
Houghton	607	..	56	3	0	
Middleton	504	..	46	12	5	
Townsend	1,816	..	167	19	7	
Walsingham	1,004	..	92	17	5	
Windham	763	..	70	11	6	
Woodhouse	876	..	81	0	7	
	6,517		602	16	6	

31. COUNTY OF OXFORD.

Blandford	408	..	37	14	10	
Blenheim	1,344	..	124	6	5	
Dereham	1,240	..	114	14	0	
Nissouri, East	700	..	64	15	0	
Norwich	1,333	..	169	11	1	
Oxford, North	347	..	32	2	0	
Oxford, East	690	..	63	16	6	
Oxford, West	603	..	55	15	6	
Zorra, East	879	..	81	6	2	
Zorra, West	1,082	..	100	1	8	
	9,126		844	3	2	

32. COUNTY OF WATERLOO.

Dunfries, North	1,028	..	95	1	9	
Waterloo	2,570	..	237	14	6	
Wellesley	1,260	..	116	11	0	
Wilnot	1,927	..	178	4	11	
Woolwich	1,103	..	102	0	6	
	7,888		729	12	3	

33. COUNTY OF WELLINGTON.

Amaranth	170	..	15	14	6	
Arthur Luther, Minto. 479	..	..	44	6	2	
Eramosa	840	..	77	14	0	
Erin	1,105	..	102	4	3	
Garafraxa	663	..	61	6	6	
Guelph	747	..	69	2	0	
Maryborough	401	..	37	1	10	
Nichol	833	..	77	1	1	
Peel	843	..	77	19	6	
Pilkington	714	..	66	0	11	
Paslinch	1,203	..	111	5	6	
	7,998		739	16	3	

34. COUNTY OF GREY.

TOWNSHIPS.	SCHOOL POPU- LATION.	RATE.	APPORTION MENT.
			£ s. d.
Artemesia	505 @ 37	cts.	46 14 3
Bentinck	717 ..		66 6 6
Collingwood	70 ..		6 9 6
Derby	56 ..		5 3 7
Egremont	448 ..		41 8 9
Euphrasia	203 ..		18 15 6
Glenelg	248 ..		22 18 9
Holland	404 ..		37 7 5
Melanethon and Proton. 257 ..			23 15 6
Normanby	74 ..		6 16 11
Osprey	155 ..		14 6 9
St. Vincent	541 ..		50 0 10
Sullivan	135 ..		12 9 9
Sydenham	861 ..		79 12 10
	4,674		432 6 10

35. COUNTY OF PERTH.

Blanchard	797 ..		73 14 6
Downie	780 ..		72 3 0
Easthope, North	826 ..		76 8 1
Easthope, South	520 ..		48 2 0
Ellice	394 ..		36 8 11
Fullarton	603 ..		55 15 6
Hibbert	829 ..		76 13 8
Logan	1,006 ..		93 1 1
Mornington	559 ..		51 14 2
	6,314		584 0 11

36. COUNTY OF HURON.

Ashfield	448 ..		41 8 8
Biddulph	709 ..		65 11 8
Colborne	420 ..		38 17 0
Goderich	927 ..		85 15 0
Grey	96 ..		8 17 6
Hay	280 ..		25 18 0
Hullet	465 ..		43 0 3
McGillivray	656 ..		60 13 6
McKillop	768 ..		71 0 9
Morris	70 ..		6 10 0
Stanley	813 ..		75 4 1
Stephen	425 ..		39 6 3
Tuckersmith	639 ..		59 2 2
Usborne	504 ..		46 12 5
Wawanosh	425 ..		39 6 3
	7,645		707 3 6

37. COUNTY OF BRUCE.

Arran	50 ..		4 12 6
Brant	520 ..		48 2 0
Bruce	50 ..		4 12 6
Carrick and Culross ..	519 ..		48 0 2
Elderslie	50 ..		4 12 6
Greenock	298 ..		27 11 4
Huron	234 ..		21 12 11
Kincardine	540 ..		49 19 0
Kinloss	236 ..		21 16 6
Saugeen	290 ..		26 16 6
	2,787		257 15 11

38. COUNTY OF MIDDLESEX.

Adelaide	822 ..		76 0 8
Carradoc	887 ..		82 1 0
Delaware	320 ..		29 12 0

MIDDLESEX — (Continued.)

TOWNSHIPS.	SCHOOL POPU- LATION.	RATE.	APPORTION- MENT.
			£ s. d.
Dorchester, North.....	787 @ 37	cts.	72 16 0
Ekfrid	603 ..		55 15 6
Lobo	897 ..		82 19 6
London	2,337 ..		216 3 6
Metcalfe	345 ..		31 18 3
Mosa	694 ..		64 3 10
Nissouri, West	762 ..		70 9 8
Westminster	1,531 ..		141 12 4
Williams	624 ..		57 14 5
	10,609		981 6 8

39. COUNTY OF ELGIN.

Aldborough	379 ..		35 1 2
Bayham	1,231 ..		113 17 4
Dorchester, South.....	405 ..		37 9 3
Dunwich	680 ..		62 18 0
Malahide	1,153 ..		106 18 0
Southwold	1,633 ..		151 1 0
Yarmouth	1,562 ..		144 9 8
	7,043		651 9 5

40. COUNTY OF KENT.

Camden and Zone.....	669 ..		61 17 8
Chatham	519 ..		48 0 2
Dover, East and West. 555 ..			51 6 9
Harwich	848 ..		78 8 9
Howard	1,011 ..		93 10 4
Orford	449 ..		41 10 8
Raleigh	900 ..		83 5 0
Romney	170 ..		15 14 6
Tilbury, East.....	270 ..		24 19 6
	5,391		498 13 4

41. COUNTY OF LAMETON.

Bosanquet	476 ..		44 0 7
Brooke	235 ..		21 14 9
Dawn	204 ..		18 17 5
Enniskillen	46 ..		4 5 1
Euphemia	561 ..		51 17 9
Moore	587 ..		54 6 0
Plympton	668 ..		61 15 10
Sarnia	460 ..		42 11 0
Sombra	534 ..		49 7 11
Warwick	913 ..		84 9 1
	4,684		433 5 5

42. COUNTY OF ESSEX.

Anderdon	340 ..		31 9 0
Colchester	529 ..		48 18 8
Gosfield	576 ..		53 5 7
Maidstone	848 ..		82 3 9
Malden	659 ..		60 19 2
Mersea	416 ..		38 9 7
Rochester	416 ..		38 9 7
Sandwich	1,403 ..		129 15 6
Tilbury, West.....	207 ..		19 3 0
	4,894		452 13 10

Apportionment to Cities, Towns, and Villages for 1856.

CITIES.	SCHOOL POPULATION.	RATE.	APPORTIONMENT.
Toronto	11,000	@ 37 cts.	1017 10 0
Hamilton	4,800	..	444 0 0
Kingston	3,800	..	351 10 0
London	3,600	..	333 0 0
Ottawa	2,800	..	259 0 0
	26,000		2,405 0 0

TOWNS.

Belleville	1,436	..	132 16 7
Brantford	1,275	..	117 18 9
Brockville	1,100	..	101 15 0
Chatham	870	..	80 9 6
Cobourg	961	..	88 17 10
Cornwall	476	..	44 0 6
Dundas	924	..	85 9 5
Goderich	700	..	64 15 0
Niagara	818	..	75 13 5
Perth	500	..	46 5 0
Peterborough	609	..	56 6 8
Pictou	473	..	43 15 1
Port Hope	1,100	..	101 15 0
Prescott	609	..	55 10 0
St. Catharines	1,386	..	128 4 1
Whitby	508	..	46 19 9
	13,736		1,270 11 7

TOWN MUNICIPALITIES.

Amherstburgh	600	..	55 10 0
Barrie	400	..	37 0 0
Guelph	960	..	88 16 0
Simcoe	520	..	48 2 0
Woodstock	720	..	66 12 0
	3,200		296 0 0

INCORPORATED VILLAGES.

Berlin	368	..	34 0 9
Bowmanville	550	..	50 7 6
Brampton	288	..	26 12 9
Caledonia	262	..	24 4 9
Chippewa	343	..	31 14 7
Galt	693	..	64 2 1
Ingersoll	500	..	46 5 0
Napanee	366	..	33 17 2
Oshawa	320	..	24 12 0
Paris	613	..	56 14 1
Preston	335	..	30 19 9
St. Mary's	324	..	29 19 5
St. Thomas	431	..	39 17 4
Smith's Falls	276	..	30 10 7
Stratford	429	..	39 13 6
Thorold	403	..	37 5 6
Trenton	360	..	33 6 0
Windsor	324	..	29 19 5
Vienna	271	..	25 1 4
Yorkville	350	..	32 7 6
	7,806		703 11 0

Apportionment to Counties for 1856.

COUNTIES. SCHOOL POPULATION. RATE. APPORTIONMENT.

1. Glengarry	5,641	@ 37 cts.*	521 15 9
2. Stormont	4,077	..	377 2 5
3. Dundas	4,548	..	420 13 9
4. Prescott	3,643	..	336 19 5
5. Russell	1,196	..	110 12 6
6. Carleton	7,478	..	691 14 3
7. Grenville	5,830	..	539 5 6
8. Leeds	8,463	..	782 16 5
9. Lanark	7,163	..	662 11 5
10. Renfrew	2,976	..	275 5 7
11. Frontenac	5,422	..	501 10 7
12. Addington	4,304	..	398 2 4
13. Lennox	1,941	..	179 10 9
14. Prince Edward ..	4,938	..	456 15 3
15. Hastings	8,358	..	773 2 4
16. Northumberland ..	8,172	..	755 18 1
17. Durham	8,195	..	758 0 9
18. Peterborough	4,432	..	409 19 1
19. Victoria	3,934	..	363 17 11
20. Ontario	8,398	..	776 16 3
21. York	15,391	..	1,423 13 4
22. Peel	6,490	..	609 6 6
23. Simcoe	8,446	..	781 5 1
24. Wentworth	6,653	..	615 8 1
25. Halton	5,469	..	505 17 7
26. Brant	4,925	..	455 11 3
27. Lincoln	4,905	..	453 14 3
28. Welland	5,008	..	463 4 8
29. Haldimand	5,445	..	503 13 3
30. Norfolk	6,517	..	602 16 6
31. Oxford	9,126	..	844 3 2
32. Waterloo	7,888	..	729 12 8
33. Wellington	7,998	..	739 16 3
34. Grey	4,674	..	432 6 10
35. Perth	6,314	..	584 0 11
36. Huron	7,645	..	707 3 6
37. Bruce	2,787	..	257 15 11
38. Middlesex	10,609	..	981 6 8
39. Elgin	7,043	..	651 9 5
40. Kent	5,391	..	498 13 4
41. Lambton	4,684	..	433 5 5
42. Essex	4,894	..	452 13 10

257,411 23,810 8 9

Total Counties	257,411	..	23,810 8 9
" Cities	26,000	..	2,405 0 0
" Town	13,736	..	1,270 11 7
" Towns Municip.	3,200	..	296 0 0
" Villages	7,806	..	722 1 0
Grand Total	308,153		28,504 1 4

Reserved as a basis on which to make an apportionment to Roman Catholic Separate Schools	£1,495 18 8
Grand Total	£30,000 0 0

* Omitting fractions.

EDUCATION OFFICE,
Toronto, May, 31st 1856.

Appendix H.

LOCAL SUPERINTENDENTS OF SCHOOLS IN THE SEVERAL MUNICIPALITIES OF UPPER CANADA.

No. 1.—*The Townships.*

I. COUNTY OF GLENGARRY.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
1. Hector McRae	Charlottenburgh	Williamstown.
2. Angus McDonell.....	Kenyon	Alexandria.
3. William McEdward.....	Lancaster	Lancaster.
4. The Rev. John R. Meade.....	Lochiel	Lochiel.

II. COUNTY OF STORMONT.

5. Nadab Eastman	Cornwall.....	Moulinette.
6. The Rev. Donald Munro.....	Finch.....	Finch.
7. The Rev. James Charles Quin.....	Osnabruck	Dickinson's Landing.
8. John Fraser.....	Roxborough	Athol.

III. COUNTY OF DUNDAS.

9. A. Worthington.....	Matilda.....	Matilda.
10. The Rev. James Harris.....	Mountain	South Mountain.
11. John G. McLaughlin.....	Williamsburgh	Morris.
12. John Irwin Ker.....	Winchester	Winchester.

IV. COUNTY OF PRESCOTT.

13. Humphrey Hughes.....	Alfred.....	Alfred.
14. John McMaster.....	Caledonia	Caledonia Springs.
15. James Gamble.....	Hawkesbury, East.....	East Hawkesbury.
16. Thomas Higginson.....	Hawkesbury, West.....	Vankleekhill.
17. John Pattee.....	Longueuil.....	L'Orignal.
18. Peter Georgen.....	Plantagenet, North.....	Plantagenet.
19. James Frythe.....	Plantagenet, South.....	Riceville.

V. COUNTY OF RUSSELL.

20. James Keays.....	Cambridge and Russell.....	Russell.
21. The Rev. John Edwards.....	Clarence ..	Clarence.
22. The Rev. Peter Lindsay, A.B.....	Cumberland	Cumberland.

VI. COUNTY OF CARLETON.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
23. The Rev. John A. Morris.....	Fitzroy.....	Fitzroy Harbor.
24. The Rev. William McGill.....	Gloucester.....	} Richmond.
25. The Rev. C. B. Pettitt, B. A....	Goulbourn, Gower North, and Marlborough.....	
26. The Rev. James Godfrey.....	Huntley and March.....	Bell's Corners.
27. The Rev. John L. Gourlay....	Nepean	Aylmer, C. E.
28. The Rev. William Lochead....	Osgoode.....	Osgoode.
29. The Rev. Alex. Henderson....	Torbolton	Fitzroy Harbor.

VII. COUNTY OF GRENVILLE.

30. James Clapperton.....	Augusta.....	Prescott.
31. William B. Imrie	Edwardsburgh.....	Spencerville.
32. The Rev. Jos. Anderson, A.M.	Gower South.....	Heck's Corners.
33. Andrew Holmes.....	Oxford	Kemptville.
34. The Rev. Ebenezer Morris....	Wolford and Montague*	Merrickville.

VIII. COUNTY OF LEEDS.

35. Lewis Chipman.....	Bastard and Burgess South...	Harlem.
36. William Robert Taylor.....	} Crosby, North and South } Bedford, Olden et Oso.† }	} Newboro'.
37. Jacob A. Brown.....	Elizabethtown.....	
38. Edward F. Weeks.....	Elmsley South.....	South Elmsley.
39. Robert W. Ferguson.....	Kitley	Frankville.
40. Henry P. Washburn.....	Leeds and Lansdown Rear ..	Beverly.
41. Thomas Vanston.....	} Leeds and Lansdown Front, } and Yonge and Escott Front }	} Escott.
42. Arza Parish.....	Yonge and Escott Rear.....	

IX. COUNTY OF LANARK.

43. John A. Murdoch... ..	} Bathurst, Dalhousie, Darling, } Drummond, Lanark, Lavant, } Sherbrooke North and South. }	} Perth.
44. The Rev. Duncan Morrison...		
45. The V. Rev. J. H. McDonough.		
46. The Rev. John Bell Worrell...	Elmsley North	Smith's Falls.
47. The Rev. Alex. Mann, A. M....	Pakenham	Pakenham.
48. The Rev. John McMorine.....	Ramsay	Ramsay.

* Montague is a Township in the County of Lanark.

† Bedford, Olden and Oso are Townships in the County of Frontenac.

X. COUNTY OF RENFREW.

<i>Name.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
49. George Brown.....	{ Admaston, Frazer, Grattan } and Wilberforce	Douglas.
50. F. Devine.....	Bagot and Blithfield.....	Bagot.
51. The Rev. James A. Strain....	Bromley and Brougham	Eganville.
52. George Ross.....	Horton and Ross	Renfrew.
53. The Rev. S. C. Frazer, A. M..	McNab	White Lake.
54. Andrew Irving.....	Pembroke and Stafford.....	Pembroke.
55. The Rev. Richard Hammond..	Westmeath	Westmeath.

XI. COUNTY OF FRONTENAC.

56. John Irvine.....	Kingston.....	Elginburgh.
57. Asa Philips.....	Loughborough.....	Loughborough.
58. The Rev. E. C. Bower.....	Pittsburgh and Howe Island..	Kingston.
59. James J. McDonald.....	Portland and Hinchinbrooke..	Spike's Corners.
60. John Spring.....	Storrington	Storrington.
61. Edward Murray.....	Wolfe Island.....	Wolfe Island.

XII. COUNTY OF ADDINGTON.

62. Daniel Fowler.....	Amherst Island.....	Amherst Island.
63. The Rev. Paul Shirley.....	Camden East and Sheffield....	Camden East.
64. Robert Aylsworth	Ernestown.....	Millcreek.

XIII. COUNTY OF LENNOX.

65. John J. Watson.....	Adolphustown.....	Adolphustown.
66. The Rev. John A. Mulock....	Fredericksburgh.....	Fredericksburgh.
67. Ephraim A. Dunham.....	Richmond	Napanee.

XIV. COUNTY OF PRINCE EDWARD.

68. John B. Denton.	{ Ameliasburgh, Athol, Hallo- } well, Hillier, Marysburgh } and Sophiasburgh.....	Pictou.
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XV. COUNTY OF HASTINGS.

69. The Rev. J. Sanderson.....	Elzevir, Madoc and Tudor....	Madoc.
70. John Johnstone.....	Hungerford	Tweed.
71. James J. Ryan.....	Huntingdon	West Huntingdon.

XV.—COUNTY OF HASTINGS—(Continued.)

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
72. George Wiggins.....	Marmora	Marmora.
73. Joshua McLean, M. D.....	Rawdon	Stirling.
74. Thomas D. Farley.....	Sidney	Belleville.
75. Abraham Diamond	Thurlow.....	Do.
76. Frederick Warwick.....	Tyendinaga	Shannonville.

XVI. COUNTY OF NORTHUMBERLAND.

77. Edward Scarlett.....	{ Alnwick, Brighton, Cramahe, Haldimand, Hamilton, Mo- naghan, South, Murray, Percy, Seymour..... }	Haldimand.
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XVII. COUNTY OF DURHAM.

78. The Rev. William Logan.....	Cartwright and Manvers.....	Manvers.
79. The Rev. T. W. Allen.....	Cavan.....	Cavan.
80. The Rev. Henry Brent.....	Clarke.....	Newcastle.
81. The Rev. John Climie	Darlington.....	Bowmanville.
82. The Rev. Jonathan Shortt.....	Hope	Port Hope.

XVIII. COUNTY OF PETERBOROUGH.

83. Thomas W. Poole, M. D... ..	Asphodel and Belmont.....	Norwood.
84. Robert Casement.....	Douro.....	North Douro.
85. George Arundel Hill.....	Dummer and Burleigh.....	Warsaw.
86. Daniel Donohoe.	Ennismore.....	Ennismore.
87. The Rev. Edward Roberts.....	Monaghan, North, and Smith.	Peterboro.
88. The Rev. Francis Andrews....	Otonabee.....	Otonabee.

XIX. COUNTY OF VICTORIA.

89. Angus Ray.....	Eldon	Eldon.
90. The Rev. William Briden.....	Emily.....	Emily.
91. The Rev. Gilbert Tweedie.....	Fenelon and Mariposa.....	Mariposa.
92. A. Lacourse.....	Ops	Lindsay.
93. George Bick.....	Verulam.....	Bobcaygeon.

XX. COUNTY OF ONTARIO.

94. Joseph Richard Thompson.....	Brock.....	Cannington.
95. D. G. Hewett.....	Mara and Rama.....	Atherly.

XX.—COUNTY OF ONTARIO—(Continued.)

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
96. The Rev. J. Durrant.....	Pickering.....	Stouffville.
97. The Rev. R. Monteath.....	Reach and Seugog.....	Reach.
98. Abraham Bagshaw.....	Scott and Uxbridge.....	Uxbridge.
99. Charles Robinson.....	Thora	Beaverton.
100. The Rev. Robert H. Thornton.	Whitby	Oshawa.

XXI. COUNTY OF YORK.

101. The Rev. J.G.Armstrong, B.A.	Etobicoke	Woodbridge.
102. H. Moore.....	{ Georgina and Gwillimbury, } North	Georgina.
103. J. T. Stokes	Gwillimbury, East.....	Newmarket.
104. The Rev. J. Adams	King.....	Nobleton.
105. The Rev. George S. J. Hill...	Markham.....	Markham.
106. The Rev. William Belt, B.A...	Scarborough.....	Scarborough.
107. Thomas Ryne, M. D.....	Whitchurch	Newmarket.
108. The Rev. H. C. Cooper, B. A.	Vaughan	Mimico.
109. The Rev. Richard Jones.....	York.....	Eglington.

XXII. COUNTY OF PEEL.

110. The Rev. H. B. Osler.....	Albion.....	Lloydtown.
111. The Rev. R. J. Williams.....	Caledon	Alton.
112. The Rev. James Pringle....	{ Chinguacousy, and Gore of } Toronto	Brampton.
113. The Rev. Thos. Leach.....	Toronto.....	Do.

XXIII. COUNTY OF SIMCOE.

114. James Hart.....	Adjala.....	Kenansville.
115. The Rev. S.B. Ardagh, A.M.	{ Innisfil, Vespra and Sunni- } dale	Barrie.
116. The Rev. William Fraser.....	Essa and Gwillimbury West...	Bond Head.
117. The Rev. S. Brownell.....	Flos and Matchedash	Flos.
118. Henry A. Clifford.....	Medonte.....	Do.
119. The Rev. J. Fletcher, A. B.	{ Mono, Mulmur, and Tosso- } routio.....	Mono Mills.
120. The Rev. J. Campbell.....	Nottawasaga	Nottawasaga.
121. The Rev. John Gray.....	Orillia and Oro.....	Orillia.
122. William Simpson.....	Tay and Tiny.....	Penetanguishine.
123. The Rev. F. L. Osler, M. A....	Tecumseth.....	Bond Head.

XXIV. COUNTY OF HALTON.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
124. The Rev. John Armour.....	Esquesing.....	Esquesing.
125. Angus Stewart	Nassagaweya.....	Eden Mills.
126. The Rev. Thos. Greene, A.B. Nelson.....		Port Nelson.
127. The Rev. James Nisbet.....	Trafalgar	Oakville.

XXV. COUNTY OF WENTWORTH.

128. Richard H. Cradock.....	Ancaster.....	Dundas.
129. The Rev. William McClure...	Barton.....	Hamilton.
130. The Rev. John Porteous.....	Beverley.....	Kirkwall.
131. The Rev. George Cheyne.....	Binbrook and Saltfleet.....	Stony Creek.
132. Andrew Hall.....	Flamborough East.....	Waterdown.
133. John R. Stewart	Flamborough West.....	Strabane.
134. The Rev. George A. Bull.....	Glanford.....	Hamilton.

XXVI. COUNTY OF BRANT.

135. The Rev. Alex. A. Drummond.	Brantford.....	Brantford.
136. The Rev. William Hay.....	Burford and Oakland	Scotland.
137. The Rev. John Dunbar.....	Dumfries South.....	Glenmorris.
138. Robert Alger.....	Onondaga	Brantford.

XXVII. COUNTY OF LINCOLN.

139. Andrew Wilson.....	Caistor.....	Smithville.
140. The Rev. William Hewson ...	Clinton.....	Beamsville.
141. Jacob Kennedy.....	Gainsborough	Smithville.
142. Angus Cooke.....	Grantham	St. Catherines.
143. Jonathan Wolverton, M. D...	Grimsby	Grimsby.
144. Philip Gregory.....	Louth.....	Port Dalhousie.
145. The Rev. Henry Taylor.....	Niagara	Queenston.

XXVIII. COUNTY OF WELLAND.

146. P. T. Kempson, M. D.....	Bertie	Fort Erie.
147. Alexander Reid.....	Crowland	Crowland.
148. W. F. Haney, M. D.....	Humberstone,	Stonebridge.
149. The Rev. S. W. Folger.....	Pelham	Fonthill.
150. John Roberts.....	Stamford.....	Drummondville.
151. John Radcliff.....	Thorold.....	Allanburgh.
152. Sayers S. Hagar.....	Wainfleet	Merrittsville.
153. The Rev. W. M. Christie.....	Willoughby.....	Chippewa.

XXIX. COUNTY OF HALDIMAND.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
154. Thomas C. Pinkett.....	Canborough.....	Canboro.
155. Alexander Winram.....	Cayuga North.....	Cayuga.
156. Abraham Nash.....	Cayuga South.....	South Cayuga.
157. Theodore Sheehan.....	Dunn.....	Dunnville.
158. John Mylne.....	Moulton and Sherbrooke.....	Dunville.
159. The Rev. Andrew Ferrier, D.D.....	Oneida.....	Seneca.
160. William Jones.....	Rainham.....	Rainham Centre.
161. W. Hursell.....	Seneca.....	York.
162. John Heasman.....	Walpole.....	Balmoral.

XXX. COUNTY OF NORFOLK.

163. James Covernton.....	Charlotteville.....	Vittoria.
164. Andrew Harvey.....	Houghton.....	Vienna.
165. John Philipson.....	Middleton.....	Delhi.
166. The Rev. Aaron Slaght, Jr.....	Townsend.....	Waterford.
167. John A. Backhouse.....	Walsingham.....	Walsingham.
168. Daniel Wesley Freeman.....	Windham.....	Simcoe.
169. The Rev. R. S. Birch.....	Woodhouse.....	Port Dover.

XXXI. COUNTY OF OXFORD.

170. Benjamin Ellison.....	{ Blandford, Oxford East and Zorra East..... }	Woodstock.
171. The Rev. George Murray.....	Blenheim.....	Princeton.
172. Isaac Piper.....	Dereham.....	Mount Elgin.
173. O. B. Foden.....	Nissouri East.....	Nissouri.
174. The Rev. Robert Rodgers.....	Norwich, North.....	Norwich.
175. Francis Cameron.....	Norwich, South.....	Springford.
176. Gilbert Telfer.....	Oxford North.....	Ingersoll.
177. The Rev. W. C. Beardsall.....	Oxford West.....	Ingersoll.
178. The Rev. Donald McKenzie.....	Zorra West.....	Embros.

XXXII. COUNTY OF WATERLOO.

179. Robert Brydon.....	Dumfries North and Waterloo.....	Galt.
180. Alex. Buchanan.....	Wellesley.....	Wellesley.
181. The Rev. James Sim.....	Woolwich.....	Hawkesville.
182. The Rev. Jacob Van Linge.....	Wilmot.....	Hamburgh.

XXXIII. COUNTY OF WELLINGTON.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
183. Alex. Dingwal Fordyce.....	{ North Riding :—Amaranth, Arthur, Garafraxa, Luther, Maryborough, Minto, Nichol, Peel and Pilkington	{ Fergus.
184. The Rev. Robert Torrance.	{ South Riding :—Eramosa, Erin, Guelph and Puslinch }	{ Guelph.

XXXIV. COUNTY OF GREY.

185. Thomas Gordon.....	{ First School District :—Derby, Holland, Sullivan and Sydenham..... }	{ Owensound.
186. The Rev. A. Stewart.....	{ Second School District :—Bentinck, Glenelg, Egremont and Normanby..... }	{ Bentinck.
187. The Rev. J. F. A. S. Fayette.	{ Third School District :—Collingwood, Euphrasia and St. Vincent	{ St. Vincent.
188. William Ferguson.....	{ Fourth School District :—Artemesia, Melancthon, Osprey and Proton..... }	{ Priceville.

XXXV. COUNTY OF PERTH.

189. The Rev. Thos. McPherson.	{ Blanchard, Downie, Easthope, North and South, Ellice, Elma, Fullarton, Hibbert, Logan, Mornington and Wallace	{ Stratford.
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XXXVI. COUNTY OF HURON.

190. John Nairn.....	{ Ashfield, Biddulph, Colborne, Goderich, Grey, Hay, Howick, Hullet, McGillvray, McKillop, Morris, Stanley, Stephen, Tuckersmith, Turnberry, Usborne and Wawanosh. }	{ Goderich.
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XXXVII. COUNTY OF BRUCE.

191. The Rev. J. H. McNaughton.	Arran, Elderslie and Saugeen.	Saugeen.
192. John Eckford.....	{ Brant, Carrick, Culross and Greenock..... }	{ Brant.
193. William Gunn.....	{ Bruce, Huron, Kincardine and Kindloss..... }	{ Inverhuron.

XXXVIII. COUNTY OF MIDDLESEX.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
194. The Rev. Richard Saul.....	Adelaide.....	Adelaide.
195. Archibald Campbell.....	{ Carradoc, Delaware & Wil- liams	Amiens.
196. Donald Cameron.....	Dorchester North	Nilestown.
197 The Rev. W. R. Sutherland ..	Ekfrid.....	Strathburn.
198. The Rev. C. C. Brough, A. B.	London	London.
199. The Rev. William Skinner....	Lobo	Lobo.
200. The Rev. William Ames	Mosa.....	Wardsville.
201. George Richardson	Metcalfe.....	Katesville.
202. Charles Hardy.....	Nissouri West.....	Wyton.
203. Adam Murray.....	Westminster.....	London.

XXXIII. COUNTY OF ELGIN.

204 The Rev. Edmund Sheppard.....	{ East Riding: — Bayham, Dorchester, South. Mala- hide and Yarmouth	Temperanceville.
205. Archibald McLachlin.....	{ West Riding: — Aldbo- rough, Dunwich & South- wold.....	St. Thomas.

XL. COUNTY OF KENT.

206. David Mills	{ Camden, Chatham, Dover East and West, Harwich, Howard, Oxford, Raleigh, Romney, Tilbury East and Zone	Clearville.
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XLI. COUNTY OF LAMBTON.

207. The Rev. John Gunne.....	Brooke, Dawn and Euphemia.	Florence.
208. The Rev. Alfred Chute.....	Bosanquet	Bosanquet.
209. Wellington Brichan.....	Enniskillen*	Ennis.
210. The Rev. Mr. Williams.....	Moore.....	Moore.
211. Christopher Blunden.....	Plympton	Hillsboro.
212. The Rev. David Walker.....	Sarnia.....	Port Sarnia.
213. Absalom Dingman.....	Sombra	Sombra.
214. The Rev. Daniel Macallum....	Warwick	Warwick.

XLII. COUNTY OF ESSEX.

215. Joseph A. Berthelot.....	Anderdon	Amherstburgh.
216. The Rev. F. Gore Eliot.....	Colchester	Colchester.
217. James King.....	Gosfield.....	Kingsville.

* This Township being under a Board of School Trustees the Local Superintendent is appointed by that body.

XLII. COUNTY OF ESSEX—(Continued.)

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
218. John Murray.....	Maidstone.....	Maidstone.
219. James Kevill.....	Malden.....	Amherstburgh.
220. Jonathan Wigfield.....	Mersea.....	Mersea.
221. Francis Graham.....	Rochester.....	Belle River.
222. Chas. A. Casgrain.....	Sandwich.....	Sandwich.
223. Alexander Craig.....	Tilbury West.....	Comber.

No 2.—The Cities.

	<i>Municipalities.</i>
224. T. W. Ambridge.....	Hamilton.
225. C. W. Cooper.....	Kingston.
226. The Rev. William F. Clarke.....	London.
227. Alexander Workman.....	Ottawa.
228. George Anthony Barber.....	Toronto.

No. 3.—The Towns.

229. The Rev. Henry D. Powis.....	Belleville.
230. The Rev. Alexander A. Drummond*.....	Brantford.
231. The Rev. John McMurray.....	Brockville.
232. Thomas Cross, M. D.....	Chatham.
233. John Beatty, Jr., M.D.....	Cobourg.
234. Charles Pool.....	Cornwall.
235. The Rev. M. Y. Stark.....	Dundas.
236. The Rev. Alexander McKid.....	Goderich.
237. John Rogers.....	Niagara.
238. W. H. Oliver.....	Paris.
239. William O. Buell....	Perth.
240. John Edwards.....	Peterborough.
241. George Gillespie, M. D.....	Picton.
242. The Rev. Jonathan Shortt*.....	Port Hope
243. The Rev. Robert Boyd, A. M.....	Prescott.
244. The Rev. Thomas T. Robarts, M. A.....	St. Catharines.
245. The Rev. John Gerrie.....	Whitby.

No. 4.—The Town Municipalities.

246. John McLeod.....	Amherstburgh.
247. The Rev. William McFadden.....	Barrie.
248. The Rev. Robert Torrance*.....	Guelph.
249. The Rev. George Bell, A. B.....	Simcoe.
250. The Rev. James Cooper.....	Woodstock.

No. 5.—The Incorporated Villages.

251. John Scott, M. D.....	Berlin.
252. The Rev. John Climie*.....	Bowmanville.
253. The Rev. Andrew T. Holmes, A. M.....	Brampton.
254. William McCargow.....	Caledonia.
255. The Rev. W. M. Christie*.....	Chippewa.
256. The Rev. James Strang.	Galt.
257. Charles E. Chadwick....	Ingersoll.
258. The Rev. W. B. Lauder, A. B.....	Napanee.
259. The Rev. Robert H. Thornton*.....	Oshawa.
260. Otto Klotz...	Preston.
261. The Rev. Archibald Lampman	St. Marys.
262. The Rev. John Fraser, A. B.....	St. Thomas.
263. The Rev. John Bell Worrell*.....	Smith's Falls.
264. John Stewart.....	Stratford.
265. The Rev. Wm. Dickson	Thorold.
266. F. J. McGuire.....	Trenton.
267. Simon Newcomb.....	Vienna.
268. S. S. Macdonell, M. A., B. C. L.....	Windsor.
269.	Yorkville.

Mem.—The following incorporations take effect on the 1st January, 1857 :—

Towns: *Galt* changed from Village to Town.

Owensound—newly incorporated.

Sarnia—newly incorporated.

Town with Municipality only: *Clifton*—newly incorporated.

Village: *Newcastle*—newly incorporated.

* Local Superintendents in the Townships.

